

When I was in my mid-forties I was whisked off one Sunday dawn for an emergency appendix operation. There were complications, and difficult discussions with the senior surgeon about the possibility of a second operation. When it was all over I thanked him for the time he'd given to my case. He replied: "It's my privilege."

Many teachers similarly feel that they are privileged to serve children. Most of us recall teachers whose dedication to service has been an inspiration to us all our lives. Teaching is more analogous to a religious vocation than to the creation of goods in the market place.

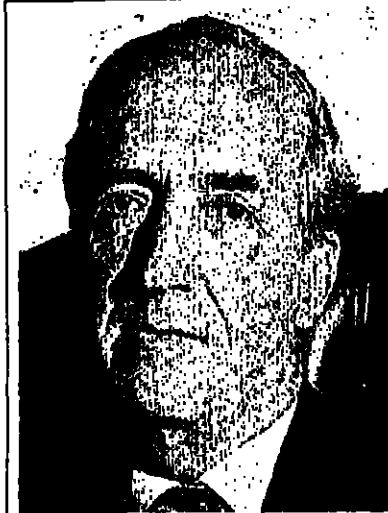
The NUT decision to continue sanctions has created a unique situation. We are all familiar with the arguments that persuade teachers to damage children's education by a strike. Short-term losses will be more than remedied by long-term gains in the quality of the profession. But disruption which goes on year after year is another matter. There seems little likelihood that the present Government will accept NUT demands.

Even if Labour or the Alliance win the next election, the new government probably won't have enough money to give teachers huge salary increases. Are sanctions and strikes to become regular events at each annual round of negotiations? I do not think most teachers could accept that they should harm their pupils' interests over such a long period of time.

Meanwhile, speculation is rife about who will replace Sir Keith as Education Secretary and so have to cope with the present crisis. The leading candidate is Dr Rhodes Boyson. At Prime Minister's Question Time recently Clement Freud was arguing that Sir Keith should be replaced. As he was speaking, back-bench Conservatives responded by chanting Boyson's name.

To have someone with extensive teaching experience in the top job would certainly be welcome. As he's an old friend of mine I'm biased, but he's probably the only Conservative with the experience and dynamic energy necessary to lead the teaching profession out of the shambles created by the strike. He ran a good school in the inner city area, and that's no mean achievement these days.

The new Secretary's task will be horizon-



BRIAN COX

Privilege to serve

'A new Education Secretary must fight for a significant pay increase, with particular emphasis on promotion'

dously difficult. What policies should we be looking for? The demoralization of the teaching profession during the last 18 months will not be easy to reverse. The top priority must be the re-establishment of goodwill. This must outweigh all other considerations.

According to newspaper reports, Mrs Thatcher wants to reform education by changes in school organization. She is supposed to be in favour of the educational voucher. I'm sympathetic in principle, but worried about the possibility of administrative chaos. In Manchester, for example, won't sensible parents in Moss Side choose to send their children to high quality comprehensives in Bramhall or Wilmslow? What sort of administrative problems would this create?

There are several voucher schemes; among them the simplest will probably be the best. If there is to be a pilot scheme a new Secretary must engage in a vigorous publicity campaign to convince the public that the plans are in the best interests of all children, particularly those in poor areas. The last thing we want is more confrontation and strikes.

The Conservative Party has had little success so far in handling the discipline crisis. It's difficult for teachers to acknowledge in public the extent of the problem.

Any head who admits that good order has broken down in his school is likely to find a television camera crew in the playground almost before he's finished speaking. Last summer, at separate education conferences, two middle-aged teachers used almost identical words to me about the decline in standards of behaviour. They said teaching was no longer a pleasure, and that each day at breakfast they simply hoped they'd get through the day without incident.

In his research paper, *Violence and Vandalism*, published in January, John Wilson reported on a series of interviews with young delinquents. They agreed that teachers lacked authority, and that school had done nothing to persuade them to restrain their violent behaviour. Wilson comments that during the last decade teachers have tended to support a certain ideology - egalitarian, relativist, strongly anti-authoritarian and tender-minded. Many dislike the idea of rules and retributive punishment.

In teacher training courses there needs to be more discussion about the nature of authority. Hannah Arendt said that any adult who feared authority should not become a parent or a teacher. Our duty to children is to hold clear values (including tolerance and open-mindedness) and to insist that these are put into practice in the school environment. The new Education

Secretary needs to give active support to teachers when they try to impose discipline. The Poundswick affair brought out the need for national guidelines.

And what about the inner cities? The introduction of 14-18 technical schools of the highest quality with the most able students going on to university to study engineering or computing makes a lot of sense. I've talked to black educationists in the United States who've argued that in areas of social deprivation a strong vocational emphasis is the only way to motivate adolescents.

And so I come to the issue that overrules all others. Teachers must be offered a new pay structure, and that means more money on the table. We need a new vision for the profession, not just a patching-up operation. A new Education Secretary may not satisfy the NUT, but he must fight for significant increase, with particular emphasis on more possibilities for promotion at every level.

If this were achieved, a great political might win over responsible teachers and trade unionists to abandon disruption forever. Without such a plan we are surely witnessing a permanent decline in the education, with appalling consequences for the future of the economy and for the quality of our culture.

NEXT WEEK

Easter previews
James Meikle on the NUT, NAS, UWT and AMMA conferences.
Richard Garner profiles Bob Richardson, Hilary Wilce and women presidents.

Staffroom stars
Michael Church interviews Frank Ormsby and Robin Glendinning of the Royal Belfast Academical Institution.

Once a teacher
Susan Thomas interviews Anthea Roddick, who used skills she developed while teaching to build her multi-million pound Body Shop.

Geography Extra

THE TIMES Educational Supplement

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Four convicted of handing out racist leaflets at school gates

by Mike Durham

Extreme right-wing activists in Devon and Cornwall have been successfully prosecuted for handing out racist leaflets at school gates.

The case, which followed complaints from headteachers, has exposed an undercurrent of right-wing activity aimed at children in a part of the country with few black children and not normally thought to have a race problem.

It also adds to growing concern that racists are mounting a new campaign aimed at schools throughout the country. The National Union of Teachers has been given information on racist activity in several other areas including Manchester, Liverpool, the London Borough of Newham, and West Sussex.

Four members of the British National Party were last week found guilty at Plymouth Crown Court of distributing the leaflets at Saltash, Cornwall and Totnes, Devon. They each received heavy fines.

At least three schools were targeted for leafletting by the BNP. At Liskeard School, Cornwall, a 1,200-pupil comprehensive, staff noticed people handing leaflets out to children on their way into school in January 1985.

The head, Mr Anthony Wood, said the leaflets were "racist and anti-Semitic". He remonstrated with the activists and contacted the police, who told him there was nothing they could do.

The right-wingers later asked Mr Wood to be allowed to put their case directly to the children. When he refused they distributed another leaflet accusing him of being "like Hitler" and denying freedom of speech.

Mr Wood contacted the education authority and the Secondary Heads' Association, which passed the leaflets

on the Attorney General. This eventually led to a prosecution.

However, the case involving Liskeard School failed. Two BNP members were found not guilty because the leaflets handed out were not considered racist by the court.

Only a small percentage of the pupils at Liskeard are non-white. But Mr Wood said: "Devon and Cornwall are pretty strong on right-wing views on this issue. You have only got to scratch the surface to find a lot of racism here."

In the case of the other schools, Saltash and King Edward VI, Totnes, BNP members who distributed racist material were found guilty of activity likely to stir up racial hatred.

At King Edward VI School, the head called the police when pupils were given racist leaflets at the school gates last summer. The education authority in Devon had already warned schools to be on their guard about racist propaganda.

A spokesman for Devon County Council said the activity seemed to have been short-lived. "It never became a serious issue. They made it sound like a massive campaign, but in fact only a handful of people were involved."

The BNP members found guilty of distributing threatening, abusive or insulting literature were Mr David Walker, aged 31, the BNP south-west organizer, and Mr Steven Knight, aged 23, who were fined £400, and Mr Kevin Rowe, aged 19, and Mr Richard Trehearn, aged 27, who were both fined £250.

David Walker's father Mr Len Walker, aged 66, and Mr David Cullingford, aged 24, were both found not guilty.



A chorus line of 120 young people aged 11-18 warmed up at the Shaftesbury Theatre in London's West End last weekend for the finals of a new national youth drama award. The judges, including actors Conleth Booth, John Alderton and Peter Barkworth, produced a tied result with the first prize of £2,500 shared between teams from the Kingsdale Youth Centre in South East London and the Shelley High School in Huddersfield. The award was launched by Anchor Foods limited last year. Groups were asked to write and produce a 20-minute drama on the theme of "Heroes".

Photo: Martin Mayer

NUT chief to gun for Right

by Richard Garner

The man who takes over at the helm of the National Union of Teachers on Saturday is planning to preside over a shift in strategy during the next 12 months.

Mr Bob Richardson, the 57-year-old former general secretary of union's largest branch, the 13,500-strong Inner London Teachers' Association, has pledged to focus NUT wrath on the radical right in the Conservative Party.

In an interview with *The TES* this week (page 12), he says the Government is one of the most radical the country has ever seen - especially in education philosophy - with the revival of education voucher plans and

moves to establish inner city direct grant primary schools.

Mr Richardson believes the Government has deliberately avoided trying to settle the teachers' dispute - to encourage better-off parents who became fed up with state sector disruption to switch their children to private schooling.

He says the Government will thus "be taking out of the public education system the parents who are best able to make the maintained system better and better for all pupils". Mr Richardson believes the present

government is more radical than any of its post-war predecessors - even the 1945 Labour administration. "That government was building a land fit for heroes - what land are we building now?" he asks.

The past year has been taken up with the teachers' pay campaign. He says: "One of the differences between my year and Gordon's (Gordon Green, the current NUT president) is that the union has a very heavy responsibility to spell out more clearly than it ever has been able to do before to the parents and community at large the implications of the present government's policies."

Minister allays education shake-up fears

From Mary Follain in Paris

France's new education minister, M. Rene Monory, is a former garage mechanic whose only diploma is a primary school certificate.

M. Monory, 66, is a social democrat in the right-wing UDF (Union pour la Démocratie Française) whose rather uneasy election alliance with the neo-Gaullist RPR (Rassemblement pour la

Parti Républicain) has enabled the right to win a slim majority in the National Assembly.

He was formerly industry and then finance minister under President Valéry Giscard d'Estaing.

Renowned for pragmatism and good sense, M. Monory said he had no intention of initiating his predecessors

and launching a "Monory Reform". He was surrounded by himself with a "cocktail of academics and non-academics".

He will be assisted by two junior ministers, both university teachers: M. Alain Devaquet, 44, responsible for research and universities, and Madame Michèle Alliot-Marie, 45, who will be responsible for schools.

Peers object

Opposition peers this week launched their attempt to amend the Government's Education Bill as it started Committee Stage in the Lords.

Lord McIntosh of Haringey, Labour education spokesman in the Lords, said there should be four equal shares on school governing bodies - representing parents, teachers, the local education authority and the community.

PEOPLE...



Sir John Harvey-Jones (above), chairman of ICI, has been installed as the new Chancellor of the University of Bradford, in succession to Lord Wilson of Rievaulx, the University's first Chancellor.

Mr Don Walk, deputy chief social work adviser in the Scottish Office, has joined ILEA as director of the education welfare service.

Anthony Prosser has been elected president of the Institute of Linguists in succession to Sir Randolph Quirk. He was formerly director general of the Engineering Employers' Federation and has a special interest in promoting the learning and use of languages in commerce and industry.

CONFERENCES...

April 4-6 Catholic Teachers' Federation annual conference at Trinity and All Saints College, Leeds. Speakers include Archbishop Winning of Glasgow, Bishop Hannigan, Mr R. Wake, HMI, and Mr Michael Power.

Ms K O'Gorman will speak on special needs and Mr John Lipscombe will speak on 16-19 education. Details from Mr Brian Duffy, 21 Pike Place, Eccleston, St Helens, Merseyside WA10 5EB.

April 4-6 Community Education: Taking Stock - CEA annual study conference at the North Wales Institute of HE in Wrexham. The keynote speaker will be Harry Rée and the conference will be workshop based. Details from Brian Unwin, Connah's Quay High School, Gollwyn Lane, Connah's Quay, Deeside, Chwyd, North Wales.

April 5-10 Improving the quality of schools: OECD/CERI international school improvement project conference at Hene College, Northampton for CEOs and deputies, chief inspectors and advisers, heads, chairs of education committees, teacher trainers and representatives of organizations concerned with schools. Details from the County Education Officer, Northampton House, Northampton NN1 2JF, for the attention of Miss R. McKenna.

April 9 Association of Learned and Professional Society Publishers seminar on Copyright Law at the Institution of Mechanical Engineers, 1 Birdcage Walk, London SW1. Details from ALPSP, Sentosa, Hill Road, Fairlight, East Sussex TN35 4AE.

April 12-13 Latin in England - a conference on psychoanalytic theory and practice at Middlesex Polytechnic, Queensway, Enfield, Middlesex. With speakers from the Ecole de la

Cause Freudienne and the Department of Psychoanalysis at the University of Paris VIII. Details from Bernard Burgoyne at the Polytechnic.

April 6-10 A practical residential course for fifth and sixth-formers interested in such outdoor careers as agriculture, horticulture, countryside management, veterinary science, forestry and careers with horses at Lancashire College of Agriculture and Horticulture. Teachers and advisers are also welcome in the course. Fee £25. Details from Liz James, Lancashire College, Myerstown Hall, Blackburn, or Preston, Lancs PR3 0RY.

April 10-June 15 Training in group work - at Whitelands College, London SW15, designed to increase skills in working with groups in industry or the community. Details from Chris Jarman, Rothampton Institute, Digby Stuart College, Rothampton Lane, London SW15.

April 11-13 Environmental education: practical alternative technology for schools and colleges at the Centre for Alternative Technology, Machynlleth, Wales. Speakers include Joan Rendle, Rupert Booth, HMI, Steve Sterling, Julian Ayleman, Bob Todd and Jeremy Light. Details from the Centre, Tel 0654 2400.

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EVENTS...

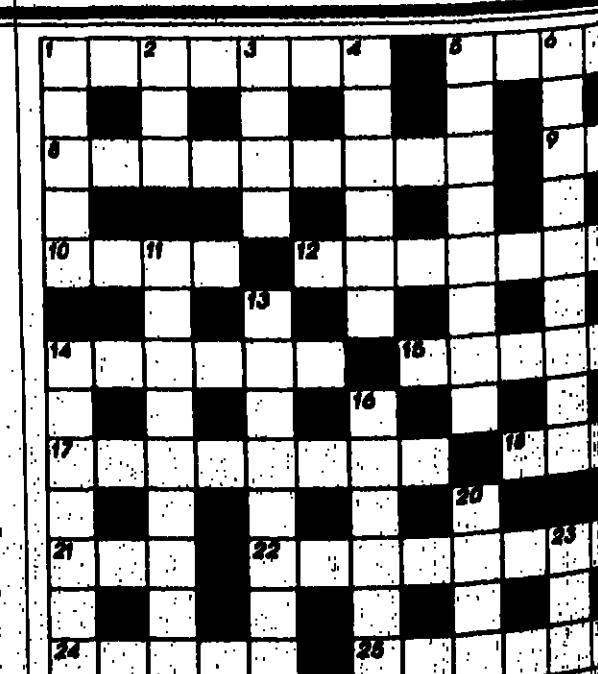
April 2-4 A series of lectures at which current A level chief examiners will give their interpretation of the subject and syllabus they examine at New College, Cardiff. Detailed timetables and tickets are available from the Lectures Secretary, New College, Butte Terrace, Cardiff. Fee £4 per lecture. Please enclose a stamped addressed envelope.

April 5 Italic handwriting workshop at the YWCA, 16 Great Russell Street, London WC1, from 10am to 4.30pm. Tutor Flora Greenwood, 17 Fielding Road, London W14 0JL. Fee £8 members (£10 guests, £4 children and OAPs).

April 14 Launch of Language Issues, the journal of the National Association for the Teaching of English as a Second Language to Adults at OLT, Regent's College, Regent's Park, Inner Circle, London NW1 from 5pm to 7pm. Guest speaker, John Tim. Details from Rakesh Bhandi on 01-736 6130.

April 14 Sponsored Children's drawing, painting and promoting good practice seminar at the Lesser Free Trade Hall, Peter Street, Manchester 2, chaired by William van der Eyken, Bristol University Department of Child Health. Fee £10. Details from Louise Bottomley, SCF Northern Regional Office, Emory House, 195 Fog Lane, Burnage, Manchester M26 0FL.

No 246 CROSSWORD by Ruth



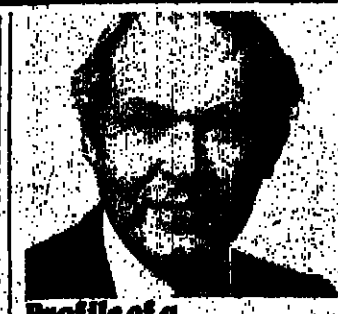
Across
1 Marks the wrong section (7)
2 Memento that can worry (5)
3 Lively car. Mucel ordered (9)
4 Water that is about a hundred degrees lower than steam (3)
5 Opossum of Carthage cheated free (4)
6 It's lovely wandering abroad with the French (3)
7 Sceptic confused with a grope (6)
8 Filter the air (6)
9 They make the least and the most effort on the globe (8)
10 Cockles may be the making of a man (4)
11 Suitable resort for a spring holiday? (3)
12 A shade less than usual? (3)
13 The rate at which oceans recede (5)
14 Undercooked morsel that's eaten (7)
Down
1 Possibly amend given title (5)
2 Salt spread over the road (3)
3 Golfing association (4)
4 Start an uproarious din inside, resulting in a brawl (6)
5 Pervail - strange to relate (8)
6 A cheap means (9)
7 A spot of illicit drinking (7)

THIS WEEK

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Ready for take-off

The teachers unions gather, like migrating birds at coastal gathering points, every Easter to celebrate the arrival of spring. Blackpool and Scarborough make familiar venues for the NUT and NAS/UWT and the cast of thousands who will make their way along windswept promenades to sample the wit and wisdom of the assembled delegates.

The 1986 conference season brings the unions together in a full in the long-drawn-out dispute which has marred the educational scene, on and off, for two years and more. The deal patched up in Acres offers a breathing space in which to search for a more lasting settlement, but everybody who listens to the orotund periods of presidents and executive members and general secretaries will know that every rhetorical flourish, every selfless sentiment, every robust declaration of Churchillian determination is, itself, part of the unending process of negotiation and bargaining – part, in fact, of the hype and bluff and self-encouragement needed to keep the momentum going.

The National Union of Teachers has more scope for rhetoric and posturing than the NAS/UWT or AMMA. The members of the NUT go to Blackpool in circumstances which place their leaders in a strong position. They have no agreement to defend, no deal to sell to their members. They stand aggressively on the sidelines barking the efforts of the NAS/UWT and poking fun at their more genteel cousins in AMMA. They can rely on their rank and file – and their Rank and File – to urge them on to ever more extreme forms of action. They can even afford to cultivate some judicious moderation, safe in the knowledge that no militants carry more conviction than those who seem to be struggling to hold back the militancy of others more furious than themselves. Moreover, the onset of the Acres talks brings about a new situation for the NUT to exploit.

It looks as if the union will succeed in getting in on the act without making any concessions on normal working – this shows just how demoralized the local authorities really are. The NUT, in the privileged position of being part of the talks without being a party to the agreement which set them up, can choose its own time to walk out. Anything which comes out of the talks for them is a bonus to be collared without making any concessions.



As for the NAS/UWT, the conference will also be a time for phrase-making and fence-mending. The leadership will seek to build on the strong positive vote it put together behind the Acres deal, and turn this into a general endorsement of its conduct of affairs during the past year. This has been a stirring twelve-month for the NAS/UWT, suddenly transformed from being heirs to the maverick tradition of Terry Casey into pillars of the Burnham establishment. There is no doubt that the non-NUT unions exceeded their own hopes in the Acres talks and justified the high-risk strategy they had adopted.

One obvious risk which all the unions face at this moment is that of misjudging the reactions of their membership. Union censuses are always out of date by the time they are published – the NUT annual report presented to the conference this weekend quotes membership figures which date from December 1984 – so some time will have to elapse before there are any statistics to measure the gains and losses of the past year. The Professional Association of Teachers and the Assistant Masters and Mistresses Association have both reported substantial membership gains, though their policies have, of course, been very different.

If PAT can substantiate the figures which have been claimed (and there is no reason to doubt this) their growth would amount to nearly 50 per cent in a single year. As the one association which has taken an uncompromising line of opposition to all forms of strike action, PAT has a genuine USP – a unique selling point – which guarantees a clear-cut identity.

Clearly the past year has caused a minority of teachers to examine their professional consciences with great care and for those of them who think the Royal College of Nurses' uncompromising commitment is what teachers should emulate, PAT provides a well-publicized home. With more than 30,000 members the association can certainly not be dismissed as insignificant and if the CLEA/school teachers committee is ever reconvened there can be absolutely no justification for excluding PAT from its meetings.

AMMA's growth is presumably a consequence of movement out of the NUT at the primary level and (conceivably) out of PAT at the secondary level. With the NAS/UWT reportedly paying in membership for its statesmanship in Burnham, and losing a few members to the NUT, the merry-go-round is complete. The TUC-affiliated unions continue to preserve a show of unity (notwithstanding the frequent spats between the brothers in the two biggest groups) and Fred Jarvis's union profile will be raised when he becomes TUC chairman in the autumn. (A by-product of Mr Jarvis's elevation will be another spell in the limelight for Doug McAvoy, just about the time when the Acres initiative is at its most precarious.)

Conference time naturally puts the spotlight on the unions and their own internal affairs. It concentrates on who's in and who's out, and how the executive fares vis-à-vis the floor. But this year there is too much at stake to leave it at that. The NUT will have a relatively relaxed conference, while NAS/UWT and AMMA have some important bridges to hold, and an outside chance of disaster. But, unfortunately, the fate of the schools and the education service does not depend on whether this or that union executive has a smooth or bumpy ride but on the quality of teaching and learning in tens of thousands of classrooms, affecting eight million children and their families. Union euphoria and battles won or defeated – headed off like Ministerial claims for examination reform – don't cut much ice with the parents on whose goodwill teachers' hopes must in the long run depend and on whose votes politicians live or die. Sensible delegates at Blackpool, Scarborough and Cardiff will keep one eye cocked on the unseen public in the knowledge that there is no use winning in the union conference, if you lose the parents in the process.

COMMENT

Too tight a squeeze

Every year, there are rumours that the summer public spending review is going to be particularly tough. Journalists loyally report the officials' line that spending Minister X is limbering up to take on those hard-nosed Treasury purse-wardens in a fight to the death, or Minister Y is going to make horrendous cuts.

This year, however, the rumours have begun unusually early and there is reason to believe that the forthcoming negotiations may, indeed, be the toughest yet. For the next election is beginning to loom and Mr Nigel Lawson, the Chancellor, has made it clear that tax cuts are to be a major part of the Government's sales pitch. If they do not moderate their demands, he will tell his free-spending colleagues, he will not be able to cut income tax to the magic figure of 25p in the £.

For education, this squeeze comes at a particularly awkward time. The interim pay settlement has already driven the increase in the salary bill far higher than the 4½ per cent in the Government's plans for the coming year. Local authorities are now scrambling around to find some £370 million more than they had expected. As usual, they will need a boost to reflect "reality" and even that may well come too late to prevent a sharp fall in teacher numbers this autumn (at which point, no doubt, ministers will cry that high wage settlements lead to job losses). The squeeze will be heard.



Nigel Lawson: seeking further tax cuts

But the final Acres award is still to come. It may well be short on conditions and long on money and it will be announced in the early summer, just as the DES and the Treasury are coming to grips on their spending plans. Will the Government really refuse to pay up?

The official line at the moment is that the DES' franchise of the £1.25 billion – still, minus the £40 million for midday supervision, sitting on the Treasury's shelves – is all the teachers are going to get next year. But education is now gathering a head of political steam behind it that Mrs Thatcher and her Chancellor would be foolish to ignore. They would be deceiving themselves if they thought it could be met by the promise of vouchers tomorrow rather than more money for books and materials today.

Do the job properly

Mr Dennis Walters MP has been undeserved bad luck with his Children and Young Persons (Amendment) Bill.

Having won the ballot for Private Members' Bills soon after the report on the death of Jasmine Beckford, he introduced a well-intentioned measure which attracted immediate support because it looked as if it were for good and against evil. Unfortunately, everyone in the field of child care now seems to be against him.

The main thrust of Mr Walters' Bill is a requirement that no child in local authority care should be returned home for a trial period except on the authority of a juvenile court, a proposal condemned as a pious measure in a letter to *The Times* last week from Mr Louis Blom-Cooper QC and the other members of the panel of inquiry into Jasmine Beckford's death.

The letter, which appeared on the day that the Bill went through its committee stage, expressed doubts about the past record of magistrates in such cases; added that only the introduction of proper family courts might change this view, and that what above all bedevilled child care law was the piecemeal nature of the legislation. They would have preferred to wait for the fruits of a massive consultation exercise on the whole framework of child care law, currently being conducted by the Department of Health and Social Security. They were not alone.

echoed two days later in another letter from Baroness Faithfull, president of the National Children's Bureau, after the NCB had sounded out the whole of its network in the voluntary, statutory and legal sectors.

In the face of all this and pressure from the DHSS minister Ray Whitney, Mr Walters agreed to his Bill being watered down in committee, and in spite of Government opposition won an unopposed second reading for his proposal to bring in the magistrates. As it goes against the spirit of the Child Care Bill which the DHSS is preparing, further compromise is unlikely and Government backing at the report stage in early May is unlikely.

But as Mr Walters reasonably objects, it's all very well to say that family courts and more comprehensive legislation would be better, but what guarantee is there that the Government will give them immediate priority? If his Bill, for all its faults, spurs the Government on to introduce new legislation early next session, the effort will have been worthwhile. Action is certainly needed if public anxiety is to be allayed.

no comment

"I am afraid that finances will not run to our footing the bill for the lunches of all the 27 schools invited. Nevertheless, you would be very welcome at the Beach Hotel if you are able to find the money from school funds."

Letter from West Sussex County Council to secondary heads, inviting them to an Industry Year conference organized by Worthing Chamber of Commerce.

Second opinion

Caution on political commitment

Sir Keith Joseph's recent draft statement on the treatment of political controversial issues is welcome to the Politics Association, but we would like to see the discussion extended now.

We are pleased that he recognizes that education legitimately includes the discussion of such issues, and that in a free and open society such discussion is inevitable.

Much of what Sir Keith writes is confirmed and amplified in our position paper on *Bias in Political Education* which is with the printers and will be available very soon. We apologise for the delay but it was essential that we got our message right. Political education has had too many critics in the past few years for us to be casual or complacent.

In this paper we identify four different levels of teacher political commitment which may or may not be acceptable in the context of teaching controversial issues. We believe that the discipline of professionalism should prevent misuse of the teacher's position and we suggest guidelines for teacher behaviour.

The first level concerns commitment over a particular issue, such as a strike or nuclear disarmament. We suggest that the disciplined teacher will not drag every discussion back to the same issue, will encourage the students to recognize that the arguments are not one-sided (otherwise the issue would not be an issue) and will, if he/she is prudent, be cautious in wearing labels which demonstrate his/her commitment.

The second level concerns a general approach or disposition, for example, generally against extensive social security or generally for "the workers". We urge that the discipline of teaching will ensure balanced study for the teacher, balance in covering syllabus and balance in assessing student work – particularly if the students do not share the teacher's views.

The third level concerns commitment to a political party. We urge teachers to avoid derogatory remarks about rival parties or persons and to be careful and even-handed in their use of satire. We do not approve of teachers identifying with school branches of political parties. For a teacher to belong to a party brings a duty of loyalty which may undermine objectivity. On the other hand such membership may bring insights into the workings of politics which enhance the teaching. We counsel caution. The professional teacher will be on his/her guard against hidden biases.

The final level of commitment is that to a political style or ideology such as the liberalism or Marxism-Leninism. The liberal is bound to teach as fairly as possible about rival ideologies, whereas as some rival ideologies are illiberal and inimical to our culture. The Politics Association is firmly rooted in the liberal democratic tradition and is committed to dealing as objectively as possible with other ideologies having regard to the age, ability and experience of the student. We expect a reciprocal commitment from non-liberal democrats to balanced teaching.

We believe that most teachers, most of the time, will be conforming to these guidelines anyway. We are anxious that I.C.E.s should take note of Sir Keith's paper and encourage all teachers who have to do with these issues to act in the appropriate professional manner. Teachers of traditional subjects such as English or history may well be teaching such issues. Teachers of any subject such as craft or mathematics may find themselves doing "general studies". All should be on their guard.

Bernard Jones is Chairman of the Politics Association.

Diane Spencer reports on the background to a dispute in which a second contributor to the right-wing *Salisbury Review* faces disciplinary action

Avon centre team divided over racism sacking threat

Avon's troubled Multicultural Education Centre is currently under review by a group of councillors and officers.

A report on its future will be sent out soon for consultation and changes are expected to be made by September. The centre has been the focus of controversy over the past six months since one of its staff published an article in the right-wing *Salisbury Review* criticizing anti-racism.

In 1984 the magazine carried an article by Mr Ray Honeyford which put the Bradford head at the centre of a racial controversy for 18 months.

Members of the National Union of Teachers at the centre, which has around 60 staff, have called for Mr Jonathan Savery, the author of the article, to be sacked.

The authority started disciplinary proceedings last November and has yet to decide his fate. He is being backed by his union, the National Association of Schoolmasters/Union of Women

Teachers. However, the authority says it has cleared him of a previous charge of making racist remarks at a meeting between the study group and staff at the centre last November because of lack of evidence.

The most vociferous critics of Mr Savery and the way the centre operates are a 17-strong black caucus called the MEC Afro-Caribbean and Asian Workers group (MACAW). This includes teachers, technical and clerical workers, members of either the NUT or NUPE. Whites can attend meetings by invitation.

It wants the head of the centre, Mrs Sue Hourizi, replaced by a black person and a shift from multicultural to anti-racist education.

Mr Charanjit Singh, one of MACAW's members, said the group had the support of a "significant number of white anti-racist teachers". Mr Savery submitted a paper to the

group last September expressing his serious objections to the anti-racist trend at the centre. MACAW put forward a six-point package which included demands for procedures to be established in schools to counter racial abuse, better resources, and for schools to develop anti-racist policies.

Mrs Hourizi said that her staff disagreed about how racism should be tackled, but they all agreed it should be. "The divisions are ideological, not skin coloured."

She was in favour of changes at the centre because "it was a classic case of an institution which had outgrown its structure".

Some of the staff, who wanted to remain anonymous, are perturbed at the tactics of MACAW. One described them as "a steady attack on democracy".

Report envisages bigger role for parents

Brent inquiry seeks closer ties

The London borough of Brent has completed its 30-month investigation into parental concern about secondary school standards.

The report – entitled *The Two Kingdoms* (a phrase used by a witness to denote the division of the borough into a predominantly middle-class white north and a largely working-class black south) – is critical of the authority and many aspects of its administration.

It calls for the I.C.E. to accept full responsibility for what happens in its schools. It criticizes the methods of communication between the authority and the public.

Greater collaboration is sought between different sectors of the education service and greater involvement of parents in the day-to-day running of the schools. It sees a new, enhanced management role for headteachers with appropriate training.

A major part of the report is concerned with the impact of racism on the system. It criticizes the proposals of the Swann report and provides an account of the working of curricular practices which have a general as well as local interest.

The sections on examinations and assessment include a specially-commissioned report from the National Council for Education Standards and also a critical examination of its findings.

It also has recommendations covering the role of governors, in-service training for teachers and headteachers, the necessity for further research and on secondary reorganization. The investigation comes down firmly on the side of tertiary colleges. The six-strong inquiry team was led by Ms Jocelyn Barrow, visiting lecturer at London University's Institute of Education.

Government drops move to curb lecturers' tenure

by Ngalo Creqwer

The Government has dropped its controversial plan to limit tenure for academics.

A Cabinet sub-committee examining items for inclusion in the November Queen's Speech – when the Government presents its proposals for legislation – has ruled that a Bill to limit tenure is not a priority, so there is no room for it.

Although it would technically be possible to revive the issue the following year, all observers agree that, in the run-up to an election, there would be even less space for it in the legislative timetable.

The decision is another embarras-

sing setback for the Government, following the retreat over student loans. Mrs Thatcher was personally extremely keen to see tenure go.

The issue was first raised by the Government in 1982. There then followed a period of consultation with vice-chancellors, and last December proposals were published which would have given universities power to dismiss academics because of redundancy or for financial reasons.

The Labour Party has said it would not take away tenure from lecturers. The Alliance has no clear position. – THES

Local authorities count cost of storm

Local authorities have been left assessing the widespread damage caused to schools and colleges in the wake of Tuesday's freak hurricane.

Most acknowledge their already stretched maintenance funds would have to pay for devastated roofs, collapsed fences and uprooted trees. The leading local authority insurers, Municipal Mutual, says only a small

proportion of its 504 local authorities clients consider it worthwhile covering against storm damage. This compares with 100 per cent who insure against fire, lightning and explosion.

The different positions of authorities was highlighted in the badly-hit East Midlands. Northamptonshire expected one or two repairs to cost more than £750 – the limit beyond which their

insurers would pay. In neighbouring Bedfordshire, however, where a number of trees had blown down damaging schools and a nursery head's car, there is no cover for storm damage.

Stephen Laws, 18, a pupil at Oakwood Park Grammar School, Maidstone, died after a tree fell onto a temporary classroom. A classmate, Simon Tong, 17, was taken to hospital.



Marie McLaughlin (pictured above) as Jesus Christ in his school's production of *Jesus Christ Superstar* – the musical by Andrew Lloyd Webber and Tim Rice – which was put on at the Royal Northern College of Music in Chester this week. The pupils, from Avondale School in Chester, are giving proceeds from the performances to Live Aid, the charity set up by pop singer Bob Geldof to help famine stricken families in Ethiopia.

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The pay dispute has made teachers more aware of the widely differing rewards for other people's jobs. David Peck says that knowledge can provide essential insights into the world beyond school.

Whatever impression the general public might have gained from the last year, most teachers don't much care about money; reasonable comfort, a feeling of self-worth and an appreciation of their value relative to others is enough to keep them working conscientiously and for the most part happily. Only when they feel injustice are they prepared to disrupt their own and their pupils' lives.

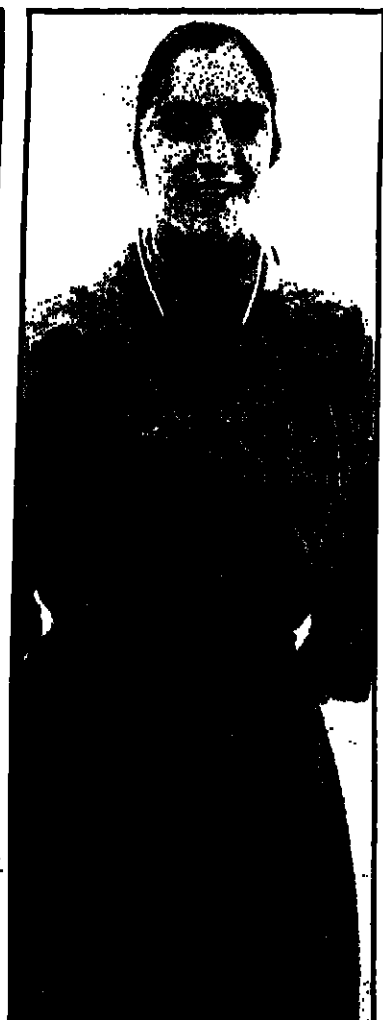
Their anger springs largely from the belief that they deserve more in relation to comparable workers. Like others, they rely upon a fairly well-defined reference group, in their case including nursing sisters, civil servants, some local government officers and the police. Especially the police - for teachers know most about them: over the years and through many pay rounds, each teacher has applied partly unconsciously a formula awarding job evaluation points for shift working, boredom, physical danger, and frequent association with violence against length of training, academic qualifications, and intellectual ability. Once this delicate balance had been so brutally and repeatedly upset, conflict was inevitable.

When they have reinstated themselves more or less satisfactorily within their reference group will they forget about the wider problems of which conflict has made them aware? Why has it been necessary to take strike action to bring their dissatisfaction to the notice of the Government and the community it represents? How far have they had the sympathy of parents and pupils who should have known something of the teachers' worth? Was not society aware that teachers make comparisons or was it unwilling to accept the validity of the comparisons they make? And if it is difficult for teachers to demonstrate their worth, how can the very high incomes paid to "top people" be so easily justified? (£70,000 a p for judges seems modest to some.)

What of the very low incomes below subsistence of which we are all becoming dimly aware: who can be satisfied with them? Faced with such intractable problems teachers could be forgiven for turning away once the strike is over, putting all their energies into making up for their pupils' lost time; forgetting about money until the next time.

But that would be a pity and an opportunity missed, for it is true that teachers have cared little and known less about money, and this carelessness might well have been to the detriment of their pupils as well as themselves. There is substance in the charges made by the Government and the CBI that pupils leave school knowing too little about the way the nation earns its living and the importance of industry and commerce to the population at large. Still less do they know how individuals contribute to the commonwealth and what rewards they receive for their efforts. Teachers' lack of knowledge has led them to avoid the topic, willingly abandoning "careers" in favour of specialists, little realizing that even where "careers education" appears on the timetable, it is often taught without reference to salaries, wages and incomes in general.

As a result of understanding their own position, most teachers know more now than ever before about the job of others and the rewards they receive. That knowledge is potentially important; and could provide an insight into the world beyond school so relevant and fascinating that it might materially affect the way senior pupils regard their work in school. If teachers have realized the importance of job evaluation and rewards, might not pupils share their interest?



Widening salary gaps: a subject that would not fall easily into the discussion periods of a youth training scheme.

What shall we tell the children about pay?

These are the kind of questions which might spark that interest: how is it possible for a moderately successful stockbroker to earn more than £250,000 per year and for even the least successful members of his profession to manage about £42,000? What is there about the fairly modest responsibilities of the branch manager of an ordinary clearing bank which merit around £35,000 a year (much more than a director of education responsible for a greater annual turnover)? Does the average general practitioner doctor earning about the same as a bank manager and rather less than a dentist nevertheless merit an income more than three times that of a senior nursing sister on £10,000 per year? How does the work of a printing craftsman (newspaper compositor) earning over £20,000 per year with eight weeks holiday compare with a physiotherapist rewarded by £8,500 and four weeks holiday?

What does a television cameraman (Gover woman) do to earn his £32,000 a year? What are the implications of the £45,000 pa and upwards paid to some 25-year-old dealers in the City's money market?

And in the light of these incomes can a local authority manual worker really be worth only about £4,000 per year?

The problems raised by all this are difficult and demanding of judgement, knowledge and sensitivity. They would not fall easily into the discussion periods of a youth training scheme for example; grappling with them requires the skills of educators rather than of trainers.

They raise other problems even more profound and not always easy for teachers to face. How can we be satisfied with a society in which the very poor, whether they work or not, live lives of quiet desperation dependent for their food upon the abilities of their DHSS clerical clerk to interpret regulations correctly or on absolutely predictable good health to put in long hours of overtime?

The gaps grow wider. Since 1976 the share of income of the bottom 40 per cent has dropped from 10 to 7 per cent while the income share of the top 20 per cent has grown from 45 to 48 per cent.

And how far are we all diminished by a philosophy which will not allow even the rich to live happily, urging them always to acquire more and more with the rationalization that only in this way can the basic needs of society be met? Teachers, neither rich nor poor, will find much of what they learn about all this uncomfortable; for example, the phrase "occupational stress" is less than that of some marginal workers who live harsher, shorter lives as a result.

Far easier not to interfere; after all, traditional family values are what determine pupils' attitudes to money and jobs; and there are bound to be accusations that teachers involving themselves in this sensitive area would be "babbling in politics".

But there is ample justification for getting involved in the difficult questions: the phrase "careers education" was coined in the early 1970s and given substance by DES survey No. 18. Careers education is not a new idea.

defined it as "concerned explicitly with preparation for adult life and with the acquisition of knowledge and development of skills which have relevance to the future. Implicit in the continuous process are self-knowledge, the exploration of the material world and the people who live in it; the training of the intellect, the development of the creative and aesthetic senses; the challenge of moral principle and the response to it; the awareness and understanding of spiritual values".

Those who find the early 1970s irrelevant now might like to check the 1985 DES paper, *The school curriculum*, which says that teachers should: "help to foster understanding of spiritual and moral values and an appreciation of other ways of life; help pupils to understand the world in which they live and the interdependence of individuals, groups and nations. Help pupils to appreciate human achievements and inspirations". It would be difficult to attempt any of this without mentioning rewards and incentives.

The charge of political meddling can be refuted: Conservatives have argued in favour of pupils knowing how and why they might succeed; Socialists, that social responsibility requires the acquisition of knowledge of how society works. Only the extremists of right and left can really believe that a cohesive society can persist without some sort of wider participation by workers, employers and the Government in the way incomes are set.

Rapid change in employment patterns; the growth of youth unemployment and measures to contain it have rendered much careers education out of date. The *de facto* work starting age is now 18 to 24, according to which part of the new complete tertiary pattern a young person decides to enter at age 16. The content of CPVE, the second stage of TVE1 and the two-year YTS provide a perfect opportunity to re-examine the whole subject. Training for

stage: education for work cannot. The task for the schools is the difficult one which some have still not properly attempted - education for adult life, for participation, for decision-making. The problems introduced by the technological revolution will be social rather than technical. Any kind of preparation will be only partly adequate. But there is hope of success in learning how people work, how they relate to one another, understanding what rewards they receive and why. And the basis of pupils' understanding lies not only in knowing about the job for which they themselves might be fitted, but the jobs of all who make up the world of work - doctors, nurses, composers, policemen, volunteers, students, teachers.

Of course teachers will need a great deal more material and information than is available now if they are to attempt such a task, but the teacher unions' publications on comparability (some of that produced by the NASUWT is quite excellent) could provide a basis and shows what could be made available if other agencies become involved. Good careers education starts with what pupils know about the work of those closest to them: their parents and teachers, could lead in time to a much wider understanding. The benefits for everyone would be enormous: the bonus for teachers, an appreciation of their worth to the community, by the community.

1986 is "Industry Year" in which a range of events are planned to help teachers learn more about the world beyond school. It will provide opportunities also to ask representatives of industry how they would react to a whole new concept of careers education - learning about money and learning about social justice.

David Peck is Careers Officer for Shropshire.

A DES circular on the education welfare service, advising education welfare officers to concentrate more on enforcing school attendance and less on social work, is likely to come under fire at the annual conference of the National Association of Social Workers in Education at Bath next week. Susannah Kirkman visited the education welfare services in Avon and Birmingham to see how they work.

When education welfare officer Peter Lewis visits parents, he is welcomed with a cup of tea - a small but significant sign of the radically changed image he and his colleagues now enjoy in Avon.

This is one authority where they are no longer dreaded as policemen or "wagmen" who have come to haul parents off to court because their children have not been attending school.

"People used to be frightened of them, but we find them easy to talk to," says the mother of 15-year-old Andrew, one of Mr Lewis's clients.

Andrew has deformed feet caused by severe burns when a baby. He began playing truant from his mainstream secondary school because he hated PE and felt that teachers were picking on him because of his handicaps.

"He used to object violently to that school. He was simmering with injustice all the time," recalls his father. "The teachers weren't prepared to come to terms with his disabilities."

Mr Lewis, assistant general secretary of the National Association of Social Workers in Education, helped to arrange for Andrew's assessment under the 1981 Act. The boy received a statement of his special educational needs and was transferred to a unit, attached to a comprehensive school, for children with physical handicaps.

He settled in well but recently started to miss school on games days again.

When Mr Lewis visits the family to discuss the annual review of Andrew's statement later in the week, his parents say that the PE teacher has been trying to make him play hockey.

Although he has no proper circulation in his feet and legs, he has been standing on the corner of the hockey pitch in the freezing cold. "It's lack of communication with the teachers. I'm sure they wouldn't do it deliberately," says Andrew's father.

Mr Lewis says he will have a word with the teacher and tell the school what Andrew's parents have said before the review meeting. He reassures them that, contrary to their fears, the meeting has not been called because Andrew is considered to be in trouble.

Most EWOs nowadays want to build up a good relationship with parents and children so they can get to the roots of non-attendance. They reject the philosophy, implicit in the Depart-

Tracing roots of truancy beyond the school wall

ment of Education and Science circular issued last month, that enforcing attendance, without looking at its causes, will solve the problem.

"It's wrong to think that, if you get children into school physically, they'll learn. If the school is inappropriate for a child, it won't work out," argues Mr Lewis.

Winning parents' trust and confidence may involve explaining their rights to social security benefits and listening to other family problems, things which the DES suggests should immediately be passed on to the social services department.

In Birmingham, senior education social worker Dave Beer, who is NASWE's general secretary, points out that the demarcation lines between general and educational social workers' duties have already been clearly drawn and are adhered to.

Mr Beer cites the case of a 15-year-old in trouble for non-attendance. After several visits to the boy's home, Mr Beer felt the difficulty stemmed from the boy's stormy relationship with his mother, a single parent.

Social services eventually took over and the boy was taken into care for a few months to allow the family a breathing space to sort out their problems. But social services would have refused to become involved if Mr Beer had not been able to put them in the picture first, he feels.

Since the Ralphs report in 1973, which recommended that EWOs should have social work qualifications, an increasing number of authorities has regarded EWOs as social workers with specific responsibilities for schools.

Apart from enhanced professional status, EWOs stand to gain better salaries if they are recognized as



Peter Lewis: rejects DES line

social workers. EWOs with social work duties are paid on social work grades, earning £2,000 - £3,000 a year more than ordinary EWOs.

But the EWOs' reluctance to give up their social work role is more than unwillingness to lose their hard-won professional benefits. Many believe that the punitive approach to non-attendance, which they claim the DES wants back, is ineffective in the long term.

While parents and children may be temporarily shocked by a court case, the effects soon wear off and non-attendance soon sets in again, EWOs say. In Avon, only 62 out of some 7,500 non-attendance cases were brought to court last year.

Instead, many EWOs prefer the preventative approach. Officers in

Avon try to pick out children with poor attendance records as early as possible so that they can counsel pupils and parents. They also run group therapy and behaviour modification sessions for some reluctant attenders.

Avon has prepared a booklet *Is Your Child Happy at School?*, which encourages parents to contact an EWO if their child is reluctant to go to school.

In Birmingham, Mr Beer stresses the importance of establishing good attendance patterns from an early age. He likes to visit the families of four-year-olds with poor attendance at primary school, even though there is no legal obligation to send them to school.

In authorities such as Avon and Birmingham, the DES circular has come too late to turn EWOs back into attendance "policemen" if that were what Sir Keith wanted, as they are already so heavily involved in other work. EWOs in Avon, for instance, play a central role in the L.e.u.s. procedures to suspend disruptive pupils.

Any child at risk of suspension is reported to the education welfare service, which will then liaise between family and school and take a more active role if trouble continues.

Thirteen-year-old Steven has just been suspended from school for 10 days after a series of outbursts, ranging from throwing maggots at another pupil to swearing at teachers. At a suspension panel to consider his future, Steven was warned by Avon's chief EWO that he will be expelled if he cannot control his behaviour.

But he is also told that the school will wipe the slate clean if his behaviour improves.

NASWE points out that non-attendance is not a growing problem. Attendance rates in ILEA, for instance, are no lower than they were 10 years ago, despite the recent claim of Tory Party chairman Norman Tebbit that London teachers were driving children to truancy by teaching "anti-sexist, anti-racist, gay, lesbian, CND rubbish". In a NASWE survey of local authorities last year, nine reported a slight decrease in attendance, five a slight improvement, and the rest said that figures had remained stable over the past five years.

The NASWE annual conference is at Bath College of Higher Education on Wednesday, Thursday, and Friday.

Academic attacks Swann's exam data

by Diane Spencer

A survey of school leavers' examination results for the Swann report on multicultural education has been severely criticised by a former committee member.

Dr Gajendra Verma, reader in the education department at Manchester University, said the exam results survey used in the report as the main source of evidence on educational achievement was "too simple".

Information was collected from six education authorities in 1978 and 1979 and from five L.e.s.s. in 1981 and 1982. Dr Verma told a conference in Sunderland last weekend that there were a number of weaknesses in the statistics.

● They failed to draw any distinction between ethnic minority children born in Britain and elsewhere;

● There were only three categories - West Indian, Asian and all others - although the committee had wanted nine;

● The five areas of the second survey contained largely white working-class population whereas there was a relatively high proportion of middle-class Asians; and

● Twenty per cent of West Indians are of mixed parentage and Dr Verma said it was not clear how they were categorized.

Mrs Wyn Mould, an advisory teacher on equal opportunities in North Tyneside, said children in a number of schools had been asked to produce some writing anonymously and without class preparation about black people. Three-quarters of the 200 children held negative attitudes towards black people and of those about one-third were strongly hostile.

Their comments included: "I do not like the Pakistanis. Most of them come over here to steal jobs from the English people"; "Soon we'll have all Africa over here ruling us. Soon we might have coloured people in the Government, policemen, judges, solicitors and barristers. White people live in this country, should rule the country and be in the country." A great number mentioned the National Front.

Inspectors to be drafted into 'underachieving' ILEA schools

by Mike Durham

Special teams of inspectors are to be deployed in up to 37 London secondary schools which the Inner London Education Authority admits are giving "cause for concern".

And the headteachers of the 10 "worst" schools have been invited by Mr Bill Stubbs, the ILEA education officer, to meetings to explain what is being done to improve matters.

The inspectors, known as IBIS (Inspectors Based in Schools), will be deployed in underachieving schools for several weeks at a time to identify problems and suggest improvements. They are expected to start work in September.

The table shows that of Inner London's 132 secondary schools, 30 are doing "better than expected" but 37 are causing concern. The majority, however, are "on target".

Headteachers of the under-achieving schools were told of the results last summer and warned they would be called to account this term.

The ILEA claims that its method of compiling the "league table" is the fairest yet devised for comparing exam results from schools in widely different areas with disparate intakes. Previous league tables using "raw" exam results have been condemned as unsatisfactory.

The new table weights the results according to the number of high-ability children entering the school, based on their verbal reasoning ability banding; the number of free school meals as an indicator of social deprivation; and the



Bill Stubbs

number of girls, because they do better in exams than boys.

Statistics produced a predicted score for each school which was measured against the actual score to assess how well the school is achieving. The survey covered results for the three years 1982-1984.

The "top" school in the table is Cardinal Vaughan School, a 560-pupil boys' school in the Kensington and Chelsea division which scored 10 points better than average.

The "bottom" school is Hurlingham and Chelsea School, a mixed comprehensive in the same division, with 960 pupils on roll. It scored 6.7 points below average.

Mrs Ruth Clarke, head of Hurlingham and Chelsea, said this week that

the low score over the three years was almost entirely because of very bad results in 1982 when the school had just gone through amalgamation and disruptive building repairs. The results in 1983 and 1984, 0.4 and -1.5, were satisfactory to the authority and put the school in the middle of the league table.

The new league table is to be published annually and made available to parents. But there were no plans to give it wide distribution and parents may have to ask for it at schools and divisional offices.

One curiosity about the table is that the schools rated most "popular by parents" are not necessarily those which, on this analysis, achieve the best exam results. Crown Woods School, which has been rated most popular school on the basis of parents' choices, is 116th on the list and one of those said to be giving cause for concern.

Mr Stubbs said: "It is a new system and a developing one. There may be flaws because the information is not complete. But we think it is a fair method."

He said heads had been invited to County Hall to explain what action has been taken in the school to improve matters.

"I have given them some weeks to think about it. I know schools have been under stress, but I wish to see a comprehensive presentation from the headteachers as to what the schools are doing to put things right."

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Susannah Kirkman reports from the Joint Council of Language Associations' conference in Manchester at the weekend

Five-year language minimum urged

Modern languages had to overcome the stigma of being an elitist subject, Mr James Glyn Ford, Member of the European Parliament and former chairman of the Tameside education committee, told the conference.

We had no hope of producing young adults with practical ability in a foreign language when two thirds of all secondary pupils stopped learning a foreign language as soon as they could, usually at 14, he added.

Every child should be made to study a language for five years, he insisted. Language taster courses should pre-

pare primary school children for secondary school teaching.

Modern languages were a priority for the country's commercial, social, cultural and political future, and resources had to be found to encourage them, Mr Ford asserted.

The foreign language assistants' scheme, for instance, had to be revived before it died altogether; the amount of contact for pupils with native speakers should be increased, not decreased. L.e.a.s should also consider funding more pupil exchanges.

And language teaching should be

diversified to include the teaching of ethnic minority languages like Bengali and Cantonese.

Conference delegates expressed great concern over the shortage of resources for teaching foreign languages.

They urged the DES and local authorities to consider central funding for the foreign language assistants in schools. 34 no longer employ any.

Conference resolutions also called for more resources for the GCSE.

Schools would need new equipment and books, better teaching accommodation and reprographic facilities and more technical support. And foreign languages should be allowed more time in the curriculum if they were to be successfully taught to exam level.

Two double periods a week in the fourth and fifth years were not enough to teach a second foreign language to GCSE.

In-service training for the new exam had been inadequate, delegates agreed.

Central control threat to revolutionary GCSE

The GCSE was a "revolution" in modern language examining, but it was threatened by increasing central control, the conference was warned.

The Secondary Examinations Council's French Committee, which vets GCSE syllabuses, was using its powers too widely, according to Mr Brian Page, JCLA president and member of the Northern Examining Association GCSE French committee.

"I do not believe the members of the committee are aware of the extremely dangerous work they are doing in creating precedents which may later stifle the further evolution of syllabuses."

The SEC panel was going beyond its

brief in its interpretation of the national criteria for GCSE, Mr Page said. It had criticized the reading passage in one syllabus because of its content, not because it did not fit in with the criteria.

The passage had been drawn from a teenage magazine and contained several words which the panel considered "coarse", he explained.

Mr Page also criticised the SEC for the "scandalous" under-representation of women on its committees. Only one of the 15 members of the French GCSE committee was a woman, and there were only two women on the 12-strong working party for grade criteria in French.



Adrian Mole and his beloved Pandora returned to the classroom last week when they visited Oxfordshire with their hit West End show. Simon Schatzberger, who plays Adrian, and Sara Markland, who plays Pandora, visited pupils from St Bartholomew's school in Eynsham near Oxford - many of whom had bought tickets to see the show while it was in the area.

Lindsay Darking reports from an Invalid Children's Aid Association conference on advances in working with language disorder.

Big growth in special speech units

The number of special units for speech and language-disordered children attached to mainstream schools has risen by 100 per cent in the past five years, a conference of speech therapists and teachers heard last week.

Mr Chris Donlan, deputy head of John Horniman School, Worthing, Sussex, told an Invalid Children's Aid Association conference in Dorchester that the number of units in mainstream schools had risen from approximately 100 in 1980 to 200 by last year. In 1985 there was only one such unit, he said.

He said that although the 1981 Act had advantageously moved many disabilities away from the traditional categorization of special need, the retention of concentrated facilities for

hearing impairment and speech and language disorders was still educationally valid.

Mr Donlan added: "Speech and language disorders, although a diverse grouping, affect the delivery of education. These children often need a different approach from that in the normal classroom."

"Class-based local provision is often good but the child must have the right sort of specialist input. In some local education areas this is not available."

He believed, however, that specialist schools had an important role to play in helping children with more severe disorders and in providing support and specialist help for teachers working within mainstream units.

Sir Keith backs greater role for private sector

Private initiatives will have an important role in future educational provision for speech and language-disordered children, Sir Keith Joseph told the conference.

He said the Government supported a diversity of provision and a partnership between public and private organizations in the education of speech and language-disordered children.

Referring to the recommendations of the Warnock report and the 1981 Education Act on the integration of children with special needs into mainstream education, Sir Keith said: "Progress is being made, but we should all remember that the Warnock Committee itself admitted that full implementation was unlikely before the end of the century."

The purpose of the Act was to provide a framework for the education of children with special needs, he said.

Sir Keith said there was considerable variation in provision between different local authorities but that this reflected wider differentials in existence before the Act came into force. Such discrepancies were being studied by a London University Institute of Education research project to be published in September.

He said that the provision of more money would not necessarily mean better education, and stressed the importance of educational quality and teacher training. "Colleges have become a lobby in some of their approaches."

"Specialist teaching is more effective if the teachers have a wide prior experience of general education. The Government's intention is that present specialist initial training courses will be replaced by a more generalist approach."

DIARY

DES res sought

Who is this we see appearing on the purple glow? None other than the long-lost figure of Mr Norman's John-Stevens, who wants to throw his biretta into the ring for the job of Education Secretary.

The blessed Norman, now living a life of letters, opera and prayer, will have it known that he is just as well-qualified for the job as other contenders whose names have been trailed in the press - such as his old adversary, Dr Rhodri Iwan Jones. In particular, he notes that he was Mr Thatcher's loyal deputy at the DES in the early 1970s.

But Mr St John-Stevens may be unwise to recall a period Mrs Thatcher would rather forget. She did after all, close more grammar schools than any Education Secretary before or since and she spent an awful lot of money. There is such a thing as a pig by association.

Whereas Dr Boyson, after his few more recent years as a junior education minister, left a state quite clean of achievement of any kind, embarrassing or otherwise.

He spent his time, Dunn-like, trying to win arguments with the officials during the week and venting his frustration at the weekend in popular speeches released by Conservative Central Office.

Dr Boyson still fumes at the memory of the civil servants who kept pouring the cold water of logic on his hot radical wheezes. Worst bureaucracy Whitehall, opinionated prima donna, he mutters. Next time, it will all be different.

Why not ask Mr St John-Stevens and Dr Boyson to share the job? After all, with education collapsing around our ears, a little light relief might be welcome.

Two-hatted head

Serving two masters is a tricky matter as Mr Graham Watt, head of the National Council for the Accreditation of Teacher Education, found out two weeks ago. His problem was this: should he close his school's lunch-limo or not?

Mr Watt-Smith is a loyal member of the NAHT, so the answer appeared to be a simple Yes. But he is also a member of the national council of the PAT, which is pledged never to strike his school in the end. He argued as follows: although he had no lunch-time supervision problems himself, he felt sorry for his fellow heads who had nobody seemed to be doing anything about the problem and it just went on and on; he was a member of the NAHT and thought he ought to abide by the democratic decision of the majority; the closure wouldn't in any way damage the education of the children and - the clincher - it wasn't, in any case, a strike.

Complex, these moral issues.

Fellow-feeling

Our apologies to Mrs Nancy Harrison for attributing to her unworthy thoughts over her successor as local education authorities' leader - with the very week when she travelled north as a guest of John Pearson to make an Honorary Fellow of Brunel Hall College in Wakefield. She says she does not hold the sentiments attributed to her and would never dream of proposing anyone to follow her - let alone Mike Nicholls of Hounslow - because it would be patronising and improper.

Further evidence of fellow-feeling: last week colleagues presented her with a pot plant in honour of her services, that seems a touch ingenuously because it's only an interim settlement. The real gift is on the way from Egypt.

Acronym

Lecturers battle with Welsh Office in bid to save jobs

by Bert Lodge

Lecturers at a teacher training college in Wrexham plan to lobby the Wales Advisory Body to try to save their jobs.

A proposal to end teacher training at the Cardiff site of the North East Wales Institute of Higher Education is to be considered by the WAB on April 4. More than 30 jobs are threatened.

Mr Arthur Blackwell, branch chairman of NATFHE, the lecturers' union, warned his members to arrive early at the Welsh Office. "In my experience, the Welsh establishment in Cardiff has a play of starting meetings early in the day before the North Wales contingent has time to get there."

A WAB working party made the proposal last month after the Welsh Office asked for ways to rationalize teacher training among the six public sector institutions in Wales. The decision was reached only after a casting vote by the chairman broke the deadlock of seven votes for and seven against.

The withdrawal of the annual intake of 85 teacher training places follows a disappointing recruitment last autumn of only 57 students. At present the DES recommends an annual intake of 110-125 to give a student body of around 500, with other full-time equivalents.

But NATFHE still has hopes of stalling the WAB axe. Mr Don Dale-Jones, NATFHE regional official for Wales and a member of the working party, proposed that its report be regarded as interim, pending further discussion and no decision be taken for 1988 until next year.

According to Mr Dale-Jones, "I say that because, although the Secretary of State is keen to transfer places from the public to the university sector, no representative from the University of Wales turned up to the working party meetings. So we've no idea if the university provision is as good as what we are proposing to close down."

Mr Graham Watts, head of the education department at Cardiff, said: "I can't see the University of Wales satisfying the criteria demanded by the Council for the Accreditation of Teacher Education that lecturers should have recent and relevant class-

room experience." Mr Dale-Jones also pointed out that only provision for training primary teachers - in which Cardiff specialises - in the university sector was through the one-year postgraduate certificate for education. "The Secretary of State likes that because it's cheaper. But nobody claims it's satisfactory."

If teacher training were removed from Wrexham, the nearest centre would then be over on the coast at Bangor, Mr Dale-Jones pointed out.

"Married women returning needing a refresher course can't travel a hundred miles for it. Wales can't afford to lose any more primary or in-service training. In five years' time there will be a crisis as numbers increase in the schools."

Over the wall in the search for sanity

by Biddy Passmore

"Are you fed up? Do you feel trapped? Frustrated by the system? Is teaching getting you down? Can't stand it much longer? Is your sanity hanging by a thread? Are the kids driving you round the bend?"

If the answer to all these questions is a resounding "Yes", do not write to The TES. Write instead to Mr John Wilson, BA(Hons), MA, FBIM, founder and impresario of The Escape Committee, a network of people planning to get out of teaching, whose sanity hangs on a newsletter.

For the equivalent of only 4p a day (otherwise known as £14.95 a year), disenchanted teachers will get news, views and ideas every month telling them how to run a small business, how to be rurally self-sufficient, how to write for a living... how, in fact, to escape.

Mr Wilson, who has for some years been principal of "a large area organization of adult education in south east England", says he is planning his

own escape route through publishing, consultancy, writing and other activities.

He appears to be already half-way to freedom, being a director of two other publishing companies and a pillar of the Kent literary establishment. Perhaps this new venture will allow the remaining shackles to fall away.

"... The Escape Committee promises to be a runaway success", he says, recalling that more than 50 teachers sent positive responses when he put a letter in a national newspaper.

Quoting small-is-beautiful Schumacher, Mr Wilson urges teachers to take control of their own lives. He sounds rather like Sir Keith Joseph trying to turn everybody into galvanized entrepreneurs. But if all the disgruntled teachers follow his siren call, who will be left to educate the little entrepreneurs of the future?

Details of The Escape Committee can be obtained from John Wilson, Weavers Press Publishing, 4 Weavers Cottages, Goudhurst, Kent TN17 1BL.



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Micro shortage hinders infant language work

by Sarah Bayliss

The shortage of computers in infant classrooms may be preventing children from forging ahead in language work. According to an infant teacher in North London, easy access to a micro with a word processor has given new hope to children with serious handwriting and reading difficulties and has helped very bright children acquire new skills.

Ms Sue Robson, teacher of a class of six and seven-year-olds at Hargrove Park primary school, says she has been lucky in having access to a computer. Describing children's initial need to get used to the keyboard and then the heavy demands they make in editing and re-writing stories she says: "Should one's computer time be limited to half a day, or one day a week, the problems must be worse."

Writing in the second edition of the new journal *Primary Teaching Studies*, Ms Robson says she was very apprehensive about introducing word processing into an already busy classroom. But she was attracted by findings - from educational researchers rather than classroom teachers - which indicated that new technology could improve children's writing and their attitudes towards it.

Initially, her class expected the computer to be just like a game - exciting and fun - "but the reality was that they had to work quite hard". She had to force some children to work in pairs - explaining that computer time was limited - but after a year some were working well in groups of three.

She describes the case of Sam, aged seven, who had serious difficulties with handwriting, forming letters awkwardly and incorrectly. The content of his work was severely limited and he could

rarely read back what he had written. As a result, he was embarrassed and quite withdrawn.

However, once he started to write using the keyboard and computer screen, his imagination developed, his stories grew longer and finally finished in a print-out. With his partner he re-read the work and showed signs of having edited it.

"Previously, many of the other children tended to patronize Sam because of his problems with writing but on the computer he was as good as any (and better than some)."

Mrs Robson emphasizes that word processing "will not mean the death of handwriting". But she believes it can be treated as separate from the processes of creating a story.

Sam's handwriting actually improved and Ms Robson believes this was connected to his success and new-found confidence at the word processor.

Ms Robson had asked the children, before the project began, what they felt about story writing and many said how important it was to produce "fair copy" rather than a messy first draft but they sometimes found this tedious. After using the new equipment one boy summed up a common response, saying: "If you make a mistake you just have to press 'delete' and no one can see the awful mistake you've made."

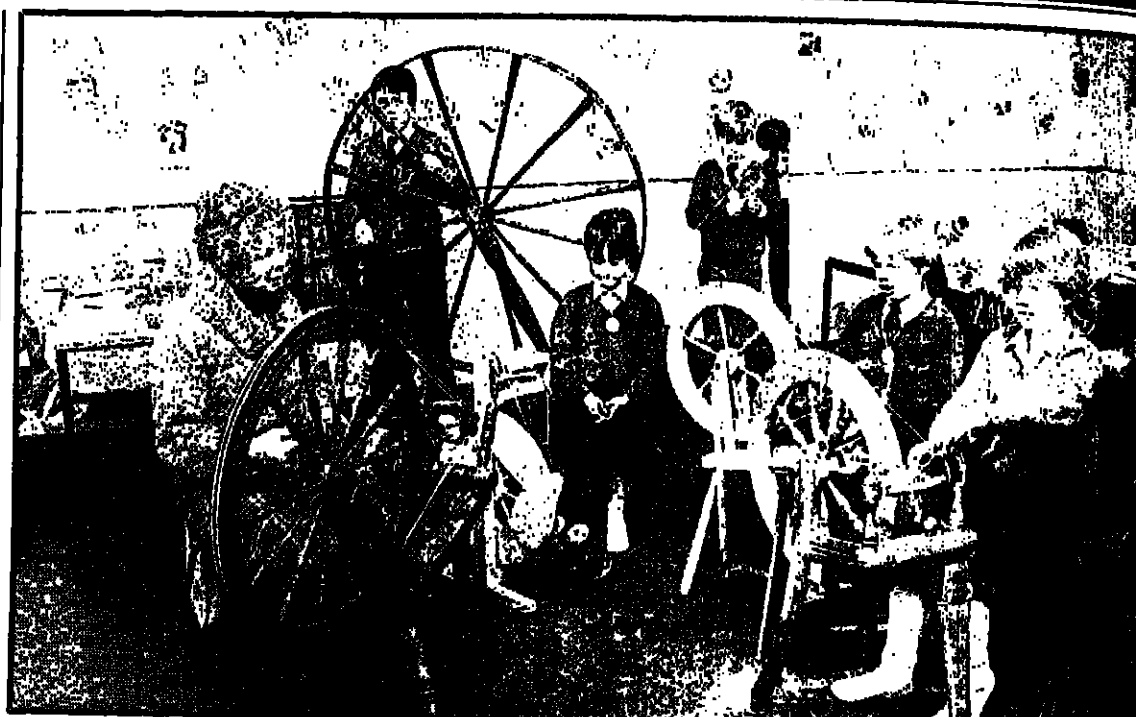
Primary Teaching Studies is published three times a year and is available on annual subscription of £5 from the Department of Teaching Studies, the Polytechnic of North London, Prince of Wales Road, London NW5 3LB. Contributions should be sent to the editor, Alistair Ross, a senior lecturer in the department.

Centre opens

A new primary education centre opens this week at the University of Liverpool to house an expanded PCEC course. It will also contain facilities for science and mathematics teacher training, including laboratories and a large lecture theatre.

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Sheep sharing: children at Swanmead School, Ilminster, learn to dye, wash, card, and then tease, spin, weave and knit wool as part of a three-week project. Three classes of 9 and 10-year-olds, drawn from one town school and three small village schools, are involved. Here teacher Diane Hutchings demonstrates the art of spinning which the pupils try out on a variety of wools.

How to ease transfer at 11

by Bert Lodge

Some secondary schools take first-year pupils from as many as 50 feeder primary schools, according to the Advisory Centre for Education.

A new ACE information sheet on transfer at 11 says primary pupils often take several weeks to adjust to secondary school and recommends a number of steps for schools, parents and children to ease the transition.

Primary schools should allow children to visit their future secondary schools and invite form tutors to come and talk about their role and answer children's questions on issues such as homework, detention, and school meals.

Children and parents should be invited to visit the secondary school for special events and induction days. On their first day new pupils should be joined by small groups of older children who can act as guides and take them round. There should be some lessons "to make the pupils feel they have really started".

Transfer from Primary to Secondary School, which has been compiled by staff and parents at Hampstead School and Fulham Cross School (both ILCA comprehensives) plus Fitzjohn's primary school and New End primary school, is available from ACE, 18 Victoria Park Square, London E2 9PB. Individual copies: 50p. 10 copies: £2.50 and 50 copies: £10.

Push for earlier PE

by Bert Lodge

Prominent sports personalities last week urged the introduction of physical education teaching into primary schools.

Olympic gold medalist Dr Nick Whitehead, now deputy director of the Sports Council for Wales, said that prompt action was needed if young children were to benefit from specialist PE teachers.

He was speaking at the Physical Education Association's conference in London - held to commemorate the centenary of the profession.

Miss Elizabeth Murdoch, head of the Chelsea School of Human Movement, said that unless a child received very skilled teaching in PE before secondary age, they would be held back. "What is called for is a first subject PE teacher in the primary school. If not, what takes place in the secondary school is remedial physical education."

Mrs Pauline Perry, chief HMI for teacher training, described how watching a PE specialist working with primary pupils had been a revelation to her. But she could see no easy way of attracting PE specialists to primary schools.

Training PE teachers was essential in the development of sport, Dr Whitehead said. They were among the first people to influence a young child in the direction of sporting activities, he

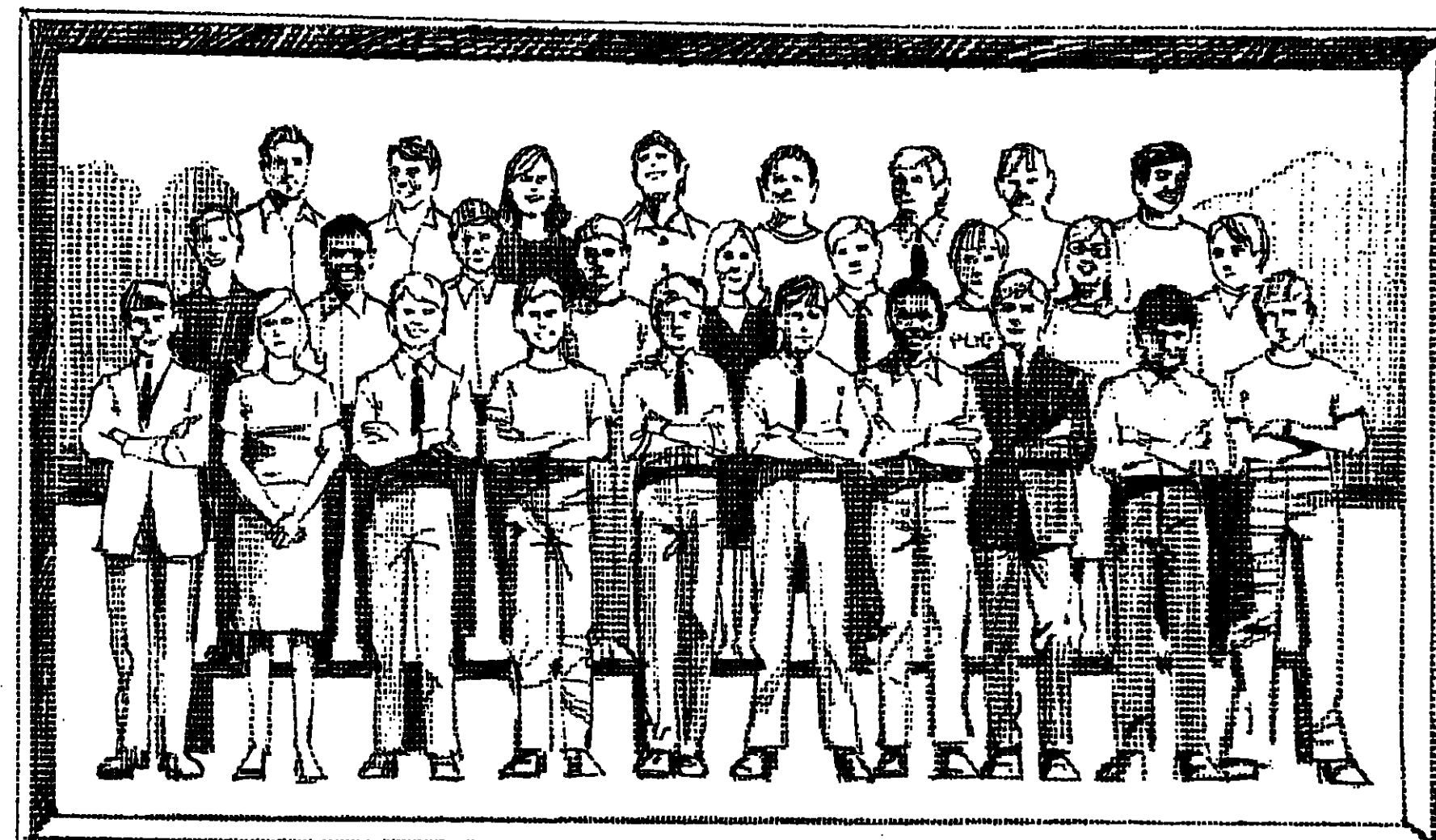
explained. Dr Whitehead stressed that, at this age, PE teachers should not behave like coaches and put undue emphasis on winning. Children should be presented with a wide range of healthy activities.

"I have to say with regret, though, that schools can be affected by fashion. Convincing arguments can be put which will affect the choice of activities teachers present to the children. But no activity in school is better than no other in PE."

It was also true that some teachers were obsessed with the "catch 'em young" attitude. Some youngsters were training many hours a day, before breakfast and late at night. "For what? So that the UK can beat East Germany? So that a teacher can wallow in the reflected glory? Or so that a parent can re-live his or her life again?"

"I refute the claim that some teachers and coaches make that they can predict at an early age which child will become the star of tomorrow."

Miss Murdoch said one of the weaknesses of the PE profession was lack of confidence among members in their own professionalism. They were unwilling to recognize the need for continuous research and analysis. "We concentrate on activities. And we think that if we are changing these we are developing the curriculum."



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Brake on allocations move

A High Court judge has put a temporary halt to Berkshire education authority's school allocations procedure for this autumn. The delay gives Sir Keith Joseph, the Education Secretary, more time to rule on the county's new admission arrangements.

Local parents had challenged the authority's decision to extend the catchment areas of the two remaining

grammar schools, complaining it was rushed through.

Now, Mr Justice Webster has granted them a temporary injunction until the court next sits on April 9. He has made it clear that Sir Keith should inform the parents as soon as possible whether the extension of selection from Reading to the whole county was a "significant" change.

Stuart MacLure reports from the Dicey Conference in Oxford

A mixed political bag

"The role of local government in Britain today" was the topic chosen for this year's Dicey Conference held in Oxford last week. As in previous years the event, supported by the Ross McWhirter Foundation, brought together a mixed bag of 60 or 70 adults - and 35 sixth-formers and other young people, for two days at St Edmund Hall.

The provenance of the get-together is Conservative with a capital C. Dicey, the constitutional lawyer, has been brazenly appropriated by the organizers and the trustees of the foundation, which include Dr Rhodes Boyson, Lord Beloff and Lord Harris of High Cross.

This comes across to a certain extent in the list of invitees which included a fair number of what on the left would be known as party activists.

But all this needs to be set on one side because the speakers who were setting up the local government discussion were certainly not Tory spokesmen. Three were academics and a fourth, Mr Geoffrey Dear, chief constable of the West Midlands police, gave an informative and thought-provoking discussion of the present situation and

authority police committees.

Of the academics, two - Professor George Jones from the London School of Economics and Dr Iain Maclean, tutor in politics at University College, Oxford - gave sternly critical accounts of the centralist invasion of local government since 1979.

Professor Jones found little good to say about the hand-to-mouth succession of measures which had been used to curb the powers of elected local authorities to raise and spend their own tax revenues.

And Dr Maclean, who had served on Tyne and Wear metropolitan county council as a Labour member, and on Oxford district council in the SDP interest, depicted the frustration of local representatives in the face of central intervention.

Neither speaker seemed much to the taste of Lord Beloff - not least because their own answers included Alliance heresies such as proportional representation and local income tax.

But the third speaker, Mrs Carol Vielba, lecturer in public sector management at the London Business School, gave a devastating account of

bumbling incompetence which has characterized the "reform" of London government and the abolition of the GLC.

Her touch was so gentle, her objectivity so carefully sustained, that even Lord Beloff was purring, but the listener was left with the inevitable query: if Mrs Thatcher and her colleagues could be so politically and managerially incompetent about London, what confidence can they command in other, less important matters?

The sixth-formers played an active part in the discussion groups which interspersed the plenary sessions - the one I attended benefited enormously from the presence of a 17-year-old militant supporter from Canford School, Dorset, and a girl from Liverpool comprehensive who had watched local government disintegrate and was not prepared to put all the blame on Merseyside politicians.

Mrs Virginia Bottomley, Tory MP for Surrey South-west and PPS for the DES, the Minister of State at the DES, presided throughout with what, in an age less sensitive to charges of sexism, would once have been described as a commanding and dignified

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Wrong sex in top seats

More than a third of Britain's male directors may be considered to be usurping the jobs of more talented women, Mr Bryan Nicholson said this week.

The MSC chairman told a conference on women's training that women made up 40 per cent of the workforce but held only 2 per cent of the country's directorships.

"Simple arithmetic tells us that 38 per cent of male directors should in fact be female. You could say that they are impostors who owe their position not to talent or ability but to the inequalities of the system."

Mr Nicholson said that it was no good appealing to employers' sense of fair play - they had to be convinced that women were a neglected resource whose better use could improve profits.

He called on employers to draw up their own company charters for women setting out their stance on equal opportunities and making clear that they intended to pay more than lip service to the law. They should emphasize that the company's board expected continuing positive action.

The charters should be distributed throughout the workforce to remind men in supervisory positions that their actions would be monitored; and they could, suggested Mr Nicholson, contain a checklist with a list of dos and don'ts, "including some don'ts on grille calendars, sexual harassment, and other things that affect the working environment."

The MSC's chairman again plumped for the headline-hitting phrase in suggesting that firms appoint someone to check job advertisements, training material and other documents for sexist language. "They should designate someone as their sex-watcher - although I suspect you could come up with a job title that doesn't suggest it's legalized voyeurism," he said.

Edited by
Mark Jackson

MSC man made 'thickies' gibe to provoke debate

A disparaging reference to Britain's workforce in a speech by the chairman of the Manpower Services Commission was a deliberate and calculated provocation, it emerged this week.

Mr Bryan Nicholson, the MSC chairman, has told *The TES* that he chose the term "thickies" to describe Britain's under-trained adult workers last week in order to hit the headlines and provoke debate.

Mr Nicholson, it seems, was driven to these lengths by the latest manifestation of the complacency of much of Britain's top management towards charges that they are damaging their own firms and the nation by their neglect of training. Fewer than a quarter of the 1,000 chief executives to whom he sent a damning report on the subject responded to his request for their views.

Last week's manoeuvre, says Mr Nicholson, was a partial success: his remarks were widely reported by the



Bryan Nicholson

press and broadcasting media, but failed to provoke any serious argument.

"But at least they have drawn widespread attention to the point I was making, which is the way we as a nation lag behind our competitors in skills and qualifications," he said. "The context, which made it clear that I was not attacking the workers as such, but the attitudes of management to training, was not as widely reported."

It was clear, however, that the unions had understood that he was not getting at their members, since they had not taken up his remarks.

The consensus that existed among the experts was shown by the fact that the BBC 2 *Newsnight* programme had dropped an attempt to stage a studio discussion of his speech because they were unable to find anyone prepared to attack it.

"Most managers agree that much more training is needed, but are simply not prepared to do anything about it. I believe that the public at large must be brought to understand how serious the situation is," Mr Nicholson said.

Some of the press comment, he said, had criticized his choice of words, but had backed the point.

On Monday Mr Nicholson told a conference in London of the chief executives' "miserable" response to his request and said: "Many will take this as further evidence that the voluntary principle is not working and that we cannot leave our training investment in the hands of only good employers while too many swing the lead and don't pay their corner."



In an old underground stable in North London, unemployed teenagers are using sophisticated sound equipment just like top disc jockeys or recording experts. Around £100,000 worth of the latest professional recording equipment is available, along with experts to advise the youngsters. And there are no - metaphorical - strings.

The Illington Music Workshop, funded by the local authority under the Government's Inner City programme and by charity, provides facilities for all kinds of musicians, but most are amateur bands or youngsters trying to break into professional pop. Youngsters who want to learn studio techniques are urged to drop in for short courses.

The centre's staff claim that the state-of-the-art equipment in their 24-

track studio matches that of commercial recording companies, and that it is the only centre in Britain where such facilities are available to youngsters.

Although most of the youngsters, drawn from all over London, are on the dole, the centre does not set out to train them for careers. It says that while some use the skills they learn, such as operating programmed sound synthesizers, to get paid work with bands, or as a preparation for proper training as sound technicians, the centre cannot at present afford the necessary staff to run full professional training courses.

Mr Robert Galvin, one of its management team, explains: "We simply provide the resources without any strings, and leave it to the youngsters to decide what use they will make of what they learn."

Pictured above, Colin Kiddy, centre, instructs some youngsters.

A three-page Easter conference guide starts here. James Melke previews the union agendas and reports on preparations for the Acas talks on pay and conditions while Richard Garner reports on the NUT executive elections. On the other pages, *TES* reporters talk to the men and women who are likely to make the news next week.



The NUT and NAS/UT are facing new pressure to merge

Teachers push for unity

Representatives of all three teachers' unions holding Easter conferences have launched a plan for their organizations to speak with one voice.

The campaign - Teachers for a Common Policy - has been launched by four staff members at Nicholas Breakpear School in St Albans, Hertfordshire, who are organizing an unofficial "ballot" to bring the unions together. They placed an advertisement in *The Guardian* last week and by Monday had received at least 850 replies, many containing several completed forms.

The campaigners, Mr Norman Soller and Mr Trevor Hones, of the National Association of Schoolmasters/Union of Women Teachers, Mrs Ann Libby, of the Assistant Masters' and Mistresses' Association, and Mr Keith Nichols, of the National Union of Teachers, urged that their organizations should try to speak as one either through mergers or a joint committee for pay and conditions which could resolve differences by a ballot of all member teachers.

Their initiative comes only a week before both the NUT and NAS/UT conferences debate motions calling for closer co-operation between the rival unions.

The NUT has two debates planned on merger talks - one centring on unity with the NAS/UT, and the other with "principal teachers' organizations".

Vying for a place on the private agenda at the NAS/UT conference are both calls for co-operation with other TUC-affiliated unions, NUT and NATFHE, and for non co-operation with unions that act in a manner "contrary to trade union practice or professional standards".

A letter floating the St Albans' idea early last month brought £1,000 in donations to take it further. Now more formal staffroom petitions are likely to be organized.

Mr Soller said: "We want proper ballots within unions to test the membership. We think the unions would be surprised by the results. We do seem to have struck a chord."

He added that the "joint committee" idea would probably provide the way forward because the individual unions had different traditions and loyalties.

Teachers for a Common Policy expressed dismay in their advertisement at the continuing disunity of the profession and said a combined force would transform the potential for winning the case on pay and conditions.

Members of the three largest teaching unions will give their verdict on the 1985 pay deal and the Acas-inspired talks at their annual conferences this week.

The two big rivals - the National Union of Teachers, which is still taking industrial action, and the National Association of Schoolmasters/Union of Women Teachers - already point to big majorities in recent ballots supporting their leaders' conflicting behaviour.

The NUT negotiators are expecting further backing from delegates at Blackpool this week, but there may be some criticism of the executive's agreement to attend pay and conditions talks under the leadership of an independent panel.

The NAS/UT executive got a substantial vote in favour of accepting the 1985 pay offer last month and is now confidently proposing to its conference at Scarborough a new framework for incomes based on a partnership with any government committee to expand the economy.

Both main unions are faced with renewed attempts to add boycotts of public examinations to future pay campaigns.

The NUT, which at present advises members on industrial action, faces demands from some members that instructions should now follow ballots.

The NAS/UT already instructs its members.

The Assistant Masters and Mistresses' Association sided with the NAS/UT in its decision to accept the deal but that may change if a resolution to the Cardiff assembly is passed.

AMMA's Avon branch says that votes should be taken on members' willingness to accept salary settlements

or changes in conditions of service and on industrial action.

A limited no-strike deal, in return for professional salary levels, is suggested by the union's Gloucestershire branch but another resolution calls on the executive to reject any such agreements.

The more telling story about how classroom teachers feel after more than a year's disruption in schools may come through membership figures.

Anecdotal evidence from secondary schools has suggested a number of NAS/UT members may be defecting to the NUT.

But the NAS/UT believes its membership in English and Welsh maintained schools is holding steady at around 115,600 - justifying its seven members on the Burnham pay committee.

The NUT has no central figure for Burnham-related membership since the December 1984 level of 216,000. Losses, if any, will be among its primary school members, say officers.

AMMA is claiming a big increase, particularly in the primary sector, with its Burnham-membership going up from 66,400 to more than 75,300 in December 1985.

The non-striking Professional Association of Teachers has also reported a big rise in Burnham-related membership which stood at nearly 32,150 last week - over 10,000 more than in December 1984.

Concerns common to all three conferences include staffing in primary schools and school discipline - where the Poundsdown dispute in Manchester is expected to figure prominently. This is the so-called "graffiti" row - where NAS/UT members refused to teach pupils found responsible for obscene graffiti.

A full-scale attack on renewed Conservative interest in teachers, and other measures, seen as likely to starve maintained schools is planned at the NUT - the only conference not to be visited by a government Minister this Easter.

Calls for better job and promotion prospects for women and black teachers as well as concern at racist attacks on staff and pupils, are also expected to win strong backing.

The NAS/UT executive is hoping for support from the TUC for another attempt to strike up a new relationship between unions and government.

The executive condemns present policies but says the unions must press for talks with any government committed to expansion, with the aim of achieving cost of living increases in pay.

Other motions include a reaffirmation that members will not co-operate in GCSE unless they are paid for extra work and refusal to co-operate with assessment that may be forced on the teaching profession.

A call for further action against video nasties is made by the Leeds Association, although it is not certain of a place on the agenda.

Education Secretary Sir Keith Joseph, will address the conference on Thursday afternoon, just hours after members have debated a motion condemning him for failing to defend the maintained system of education.

AMMA members from Cheshire will be proposing to their assembly a no confidence vote in Sir Keith on Thursday, but it will be his deputy, Mr Chris Patten, who speaks to the union the following day.

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Members of the three largest teaching unions will give their verdict on the 1985 pay deal and the Acas-inspired talks at their annual conferences this week.

The two big rivals - the National Union of Teachers, which is still taking industrial action, and the National Association of Schoolmasters/Union of Women Teachers - already point to big majorities in recent ballots supporting their leaders' conflicting behaviour.

The NUT negotiators are expecting further backing from delegates at Blackpool this week, but there may be some criticism of the executive's agreement to attend pay and conditions talks under the leadership of an independent panel.

The NAS/UT executive got a substantial vote in favour of accepting the 1985 pay offer last month and is now confidently proposing to its conference at Scarborough a new framework for incomes based on a partnership with any government committee to expand the economy.

Both main unions are faced with renewed attempts to add boycotts of public examinations to future pay campaigns.

The NUT, which at present advises members on industrial action, faces demands from some members that instructions should now follow ballots.

The NAS/UT already instructs its members.

The Assistant Masters and Mistresses' Association sided with the NAS/UT in its decision to accept the deal but that may change if a resolution to the Cardiff assembly is passed.

AMMA's Avon branch says that votes should be taken on members' willingness to accept salary settlements

or changes in conditions of service and on industrial action.

A limited no-strike deal, in return for professional salary levels, is suggested by the union's Gloucestershire branch but another resolution calls on the executive to reject any such agreements.

The more telling story about how classroom teachers feel after more than a year's disruption in schools may come through membership figures.

Anecdotal evidence from secondary schools has suggested a number of NAS/UT members may be defecting to the NUT.

But the NAS/UT believes its membership in English and Welsh maintained schools is holding steady at around 115,600 - justifying its seven members on the Burnham pay committee.

The NUT has no central figure for Burnham-related membership since the December 1984 level of 216,000. Losses, if any, will be among its primary school members, say officers.

AMMA is claiming a big increase, particularly in the primary sector, with its Burnham-membership going up from 66,400 to more than 75,300 in December 1985.

The non-striking Professional Association of Teachers has also reported a big rise in Burnham-related membership which stood at nearly 32,150 last week - over 10,000 more than in December 1984.

Concerns common to all three conferences include staffing in primary schools and school discipline - where the Poundsdown dispute in Manchester is expected to figure prominently. This is the so-called "graffiti" row - where NAS/UT members refused to teach pupils found responsible for obscene graffiti.

A full-scale attack on renewed Conservative interest in teachers, and other measures, seen as likely to starve maintained schools is planned at the NUT - the only conference not to be visited by a government Minister this Easter.

Calls for better job and promotion prospects for women and black teachers as well as concern at racist attacks on staff and pupils, are also expected to win strong backing.

The NAS/UT executive is hoping for support from the TUC for another attempt to strike up a new relationship between unions and government.

The executive condemns present policies but says the unions must press for talks with any government committed to expansion, with the aim of achieving cost of living increases in pay.

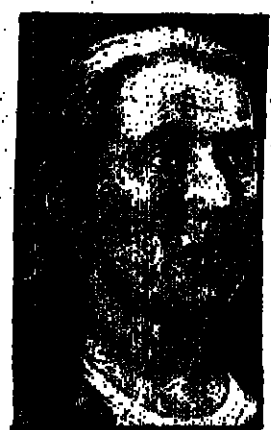
Other motions include a reaffirmation that members will not co-operate in GCSE unless they are paid for extra work and refusal to co-operate with assessment that may be forced on the teaching profession.

A call for further action against video nasties is made by the Leeds Association, although it is not certain of a place on the agenda.

Education Secretary Sir Keith Joseph, will address the conference on Thursday afternoon, just hours after members have debated a motion condemning him for failing to defend the maintained system of education.



Peter Griffin re-elected



Anne Jarvis unsuccessful



Malcolm Horne sleeping up

Broad Left still holding policy-making reins

The NUT leadership is unlikely to change its strategy as a result of its executive elections.

The results show that union policy is still likely to be forged by the Broad Left - a centre-Left coalition which has been in control of policymaking for at least the past two years.

The results - revealed this week - show that the number of women serving on the executive has increased with three newcomers being elected for the first time. They are: Ms Margaret Davis replacing Dr Walter Roy as the executive member for East Anglia (Dr Roy, chairman of NUT's education committee, had stood down); Ms Frances Brathwaite replacing Malcolm Horne (who becomes vice-president) as one of the four executive members for outer London; and Mrs Pat Hawkes replacing Alan Davis as the executive member for Kent and Sussex.

At least two of the newcomers could be expected to support the Broad Left's policies.

But Mrs Anne Jarvis, wife of NUT general secretary, Fred, and an active union member in Barnet for many years failed in her bid to win one of the four outer London seats.

Overall, the number of women on the executive increases by two as Miss Betty Lynn, who served the West Yorkshire area, has stood down.

Mr Peter Griffin, ex-president of the union and one of its main strategists over the past two years has managed to regain one of three Welsh seats on the executive. In doing so he defeated Mr Phil Mantle.

Only nine of the 37 seats up for election changed hands.

Girls improve in maths and science

by Susannah Kirkman

The number of girls who achieve O level passes in maths and science subjects has been increasing.

Statistics from the Department of Education and Science show that the proportion of girls who left school with physics O level almost doubled between 1974 and 1984. Passes in chemistry rose by 91 per cent and in maths by 41 per cent.

However, girls' performance in these subjects is still lower than boys'. Only 9 per cent of girls gained a pass in O level physics, compared with 22 per cent of boys. And the percentage of girls who left school with an O level pass in craft, design and technology has fallen over the last decade.

The proportion of boys with O levels in commercial and domestic subjects

has more than doubled since 1974, but still represents only 3 per cent of boys who left school in 1984. Boys' attainment in French worsened by 6 per cent over the same period.

School-leavers are now achieving most A level passes in maths, followed by English, physics and chemistry.

There was an increase of just over half a percentage point in the proportion of leavers intending to go on to further and higher education between 1983 and 1984. But the proportion of pupils leaving school during the year in which they reached the minimum school leaving age increased by half a percentage point in 1983-84.

DES Statistical Bulletin 4186, February 1986.

AIDS guidance for heads

by James Melke

Headteachers have been told by their union that there is no reason to exclude from school children infected with a virus that can lead to AIDS.

But guidelines from the National Association of Head Teachers say proper hygiene routines must be followed. Therefore, heads must be told if a pupil has been identified as a carrier of AIDS.

The NAHT guidance is aimed particularly at schools where there are pupils with haemophilia. Such children are thought to number between 300 and 500, more than half of whom are known to have the virus in their blood due to the presence of antibodies.

The NAHT pamphlet says that members should ask the chief education officer or the school health service to establish whether a child has been infected by AIDS if the parents do not volunteer the information.

The decision as to whom to pass on the confidential information depends on circumstances.

The NAHT says some pupils with haemophilia already have ancillary help in schools. It recommends that, in the vast majority of cases of infected pupils, a full-time ancillary worker should be employed.

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Director urges central control

The State must take more responsibility for what is taught in its schools. The present system is out of control and out of touch because it is self-regulating, self-regarding and self-justifying, according to Mr Donald Naismith, Croydon's director of education.

Delivering the David Stow Memorial Lecture at Jordanhill College of Education, Glasgow, last Wednesday Mr Naismith said the education service "will not occupy a central place in society, nor teachers attain the status and salary they deserve, until a proper accountability is established".

He advocated four measures:

● The State should take a direct and open responsibility for what was taught in schools - with schools and teachers deciding how it should be taught.

● A clear managerial relationship guaranteeing adequate resources to the country's educational programme should be established between state and schools.

● Nationally recognized standards of performance should be established to indicate what everyone might expect most children to know and be able to do at key stages.

● Readily understandable methods of assessing the performance of the pupil, the teacher, the school and the local authority, and of reporting the results, should be developed.

Mr Naismith said the Government's recently-reported intentions, such as providing a wider variety of independently-funded schools, introducing a voucher system to help parents pay for a private education, and a loosening of controls on expanding state schools, would fail to achieve the accountability the public desired and deserved.

IN BRIEF

Less noise

School pupils and students will be among targets for a poster campaign urging people to be less noisy neighbours. Suggestions for wording and illustrations - and donations towards the cost of the campaign - are being invited by the Noise Abatement Society, PO Box 8, Bromley, Kent BR2 0UH.

Free feast

Merton College, Surrey is offering a free gourmet dinner for two to the person who suggests the most appropriate name for its new training restaurant which will open in September. Entries should be sent on a postcard to 'The Principal, Merton College, Morden Park, London Road, Morden, Surrey by June 30, 1986.

Design on profit

First year HND students of graphic design and business studies at Richmond upon Thames College have formed a company called "Fast Forward", with the help of the Young Enterprise Organization. They aim to make a profit and learn how to put theory into practice.

Richmond opener

Bamber Gascoigne, the television presenter, opened new buildings at Richmond upon Thames College, on Richmond Hill, last week. With eight classrooms and activity rooms for 200 pupils, they cost £700,000.

Courses data

A new computer package to help colleges market courses and keep up with needs of local employers has been developed by Newcastle Polytechnic. The database includes floppy disks and an operating manual and costs £450.

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Richard Garner talks to Bob Richardson, the first NUT president from inner London for 63 years

Action man prepares to attack

The biblical saying that "a prophet is not without honour, save in his own country" could be used to describe the way Bob Richardson rose to the top post in the National Union of Teachers' hierarchy.

Many within the inner London NUT - where the 57-year-old former head-teacher who became NUT president next week first established his union power base - would violently disagree with the term "prophet".

Indeed, the current leaders of the 13,500-strong Inner London Teachers' Association - the largest branch in the union - would probably use more acerbic epithets to describe the man who was their general secretary for the first 15 years of ILTA's existence.

However, very soon after he lost control of the ILTA leadership to his left-wing rival, Richard Rleser, he was elected as one of the union's two vice-presidents, which set him on the road to becoming president.

Bob Richardson will become the first inner London president since 1923 when the office was held by Alderman Sainsbury - a Conservative and leading Freemason who spent 20 years in local government.

The new president's pedigree is very different - the only thing the two of them would appear to have in common is that they were both head-teachers and taught in West London. (Again, his most fervent critics might disagree.)

During the past year, as vice-president of the NUT, he has been one of the main architects of the union's salaries campaign. He has also chaired the NUT action committees - which must sanction all industrial action - for many years.

He can be numbered among the union's Broad Left group - which has the support of about two-thirds of the executive. Politically, it is perhaps best described as "centre-Left".

Bob Richardson was born into a mining community at Roker, near Sunderland. His father was a miner who was unemployed for four years due to the contraction of the mining industry.

Shortly before the Second World War, his family moved down to Banbury in Oxfordshire to allow his father to take a job with the Northern Aluminium Company. Later, both his father and mother became involved in local politics.

He started his teaching career during military service with the Royal Army Education Corps at Salisbury just after the war, then moved to an all-boys village school in Oxfordshire.

He has been an NUT member for 40 years - starting as college collector while training - but only became a union activist after moving to London.

He worked at Holland Park comprehensive and became West London president of the NUT after being union rep in a school with 80 NUT members - possibly one of the largest single-school memberships in the union.

At that time, the London Teachers' Association - precursor of the ILTA - had its own office and staff and was largely autonomous. "London teachers have always felt themselves to be a bit different," he said.

It was with the creation of the ILEA - for which London teachers had fought hard - that ILTA came into being and Bob Richardson became its first general secretary in 1967.

Soon afterwards, he moved to William Penn school in Southwark - where he became head in 1968 - and was plunged into the first major salaries' battle of his union career to which

The union has a heavy responsibility to spell out... the implications of the Government's policies

connoisseurs in the NUT often hark back with nostalgia.

Southwark - where he taught - was one of three areas in the country where teachers were called out on indefinite strike. It lasted three weeks and was probably instrumental in winning teachers an interim salary award.

Ironically, his predecessor as NUT president, Gordon Green, was teaching in another of the three - Birmingham.

Many of the present ILTA leadership believe this strategy could have been employed in the recent salaries dispute - but the union leadership was reluctant to play that card.

Bob Richardson was also leader of ILTA when the authority had its only



Bob Richardson (top) and long-time opponents Dick North (left) and Richard Rleser

Bob Richardson reckons his 15-year reign in inner London coincided with a period of good relations with the ILEA leadership. "We had our disagreements - quite sharp disagreements - because there were some figures on the administration that were quite hard chaps," he said.

He recalled one - an assistant education officer - who, after hours of wrangling in committee over the way in which a certain letter over examinations should be written, said: "Thank you, gentlemen (it was gentlemen in those days," he interposed), I'll now go and write that letter myself."

"I was quite shocked," he admitted. "I wouldn't be nowadays."

His years of leading ILTA brought him into discussions with Eric Briault and Peter Newsam, as officers of the administration, and Sir Ashley Bramall, as leader.

"There was a feeling of Fabianism abroad," he said. "Sir Ashley was an outstanding figure matched with education officers of calibre and character. I enjoyed working with them."

There was, he felt, created a spirit of greater consensus of what we were trying to achieve whereas now it seems to be more confrontational.

His critics would have it another way - claiming that he was too autocratic and prone to doing private deals with the administration.

Bob Richardson was also leader of ILTA when the authority had its only

Conservative administration - in the late 1960s.

"They were in the Tory tradition of public service - not in the Thatcher mould," he said. "We weren't in confrontation with them. We were working with them. We were able to."

The wisdom of treating both administrations equally would probably be accepted by his successor, the hard-Left Richard Rleser, who saw the present Left Labour ILEA as a traditional employer rather than - as some of the new leadership of ILTA do - as an ally.

However, there the difference would end. "I don't believe you can be in confrontation over everything - or deliberately seeking confrontation," he said. "Richard would move the goal-posts in a dispute - he's like Sir Keith Joseph."

His time as general secretary of ILTA was punctuated with several clashes with the Left of the union - the most notable of which led to the suspension of one of the national executive members for inner London, Mr Dick North, along with some of his fellow officers from Lambeth for taking part in a locally organized demonstration against cuts in public spending.

For a long time, too, there were clashes over ILTA's annual meeting. His opponents wanted the meeting open to all NUT members - whereas Bob Richardson and his supporters

were adamant they should be delegate-only meetings.

It may seem surprising that someone who has been so identified with the NUT strategy during the salaries dispute - dubbed as "Scargillite" in the letters columns of the Daily Express - should be condemned as a "right-winger" by so many of his own union activists.

But then Bob Richardson represents the "old guard" of inner London teacher politics which was supported by the Communists, various factions of the Labour Party, from the Neil Kinnock persuasion to Healeyites, and probably by Conservative NUT members, too.

The "new Left" - many of whom supported Tony Benn when he stood for deputy leadership of the Labour party - allied themselves with the harder Left (Socialist Workers' Party and other far-Left groups) to bring about his electoral defeat.

That fragile alliance split after two years when the largest of the left-wing groups, the Socialist Teachers' Alliance (mainly made up of Labour left-wingers), put up its own candidate for general secretary - Mike Lookey, who succeeded Richard Rleser.

Under the circumstances, it will be interesting to see whether Bob Richardson can preside over a conference which gives such a remarkable display of unity as was achieved at the 1985 conference chaired by Gordon Green.

The troops had just gone into battle then and were ripe for a rallying call. Bob Richardson may give them another one, though, as he intends to launch a ferocious attack on the radical Right.

"The union has got a heavy responsibility to spell out more clearly than ever has been able to do before to the parents and community at large the implications of the present Government's policies," he said.

"I don't actually think that the parents of children in primary schools, who have been seeing the struggle in terms of at-worst - teachers asking for more pay - or at best - the struggle for adequate levels of resources in schools, are alive to the fact that the way is being paved for major changes in education."

"It is the hijacking of education and taking over by those with a sectarian or vested interest. There will be a three-tier system: the private independent schools, a new independent sector that the Government is trying to create and the residual education for the rest."

"They will be taking out of public education system the parents who are best able to make the maintained system better for all pupils."

This kind of invective against the policies of the radical Right - such as the introduction of vouchers and direct grant primary schools - is likely to be a feature of his presidential year.

It may well inspire conference delegates who are anxious to have something to unite around, feeling let down by the signing of a pay agreement with the other five teachers' unions.

A youthful 62, Mair Waldo Thomas cheerfully admits she retains many of the views of her generation and finds radical feminism outpitting. She rejects the idea of a women's committee or caucus within AMMA, although she feels much more needs to be done in the educational world to acknowledge that women's professional lives follow a different timescale from men's.

She had 13 years out of full-time teaching to bring up her family of three, and is saddened to find colleagues returning to work considered "too old" for promotion.

Training for governors and others making job selections is essential, she thinks, "so that they know what qualities to look for, rather than just looking for those that are preconceived. For instance, it's always been thought that men are better disciplinarians and better managers, but there are different ways of doing those things."

"Women also need to be more positive about themselves."

She is the fourth woman president of AMMA since it was formed in 1978. The association was founded on a basis of "equal partnership" between masters and mistresses and now has four elected women officers plus 38 additional women executive members and 44 men executive members. Seven of its 17 national committees are chaired by women and nine of its 15 paid professional staff are also female. Of its 118,000 members, 58 per cent are women.



Mair Waldo Thomas... great progress



Jan Leake... third president



Nan Whitbread... first president

When Mair Waldo Thomas, this year's president of the Assistant Masters and Mistresses' Association, stands up at the annual assembly in Cardiff next week she will speak of hope and optimism.

Needless to say she will not be talking about pay, conditions, or educational resources, but about equal opportunities - where, she claims, there has already been considerable progress, with plenty more to come.

To back her claim, she cites changing attitudes in the profession, widening opportunities for younger women, and growing confidence she detects among the girls she teaches at Mynyddbach School, in a poor suburb of Swansea.

She is also convinced that AMMA is a good union for women teachers. She points out that its history, as separate women's and men's associations, has ensured an implicit equal representation at all levels. Because it is a union for classroom teachers only, she says there is not the dominance of - mainly men - heads in its leadership, compared with some other unions.

She herself became involved in union affairs partly through the involvement of her late husband, Owen Thomas, and partly through her own upbringing as a minister's daughter - "If you belonged to an organization it was important that you were involved in it and made a positive contribution."

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This year - and for the first time - three teachers' unions will have women presidents. Mair Waldo Thomas will step centre stage next week to become president of AMMA, Nan Whitbread is president of NATFHE and Jan Leake takes over at the helm of the NAHT in May. Hilary Wilce examines the unions' records on equality policy.

Women leaders urge swift action over union equality

Across the range of unions and professional associations, however, the march towards equality is proving long and difficult.

Although women make up 59 per cent of the profession, they make a poor showing, proportionally, in the various leaderships. Despite a spreading awareness among members that women could, and should, have more say, attitudes in some national headquarters seem intent on ensuring this remains a marginal issue.

"After all," as Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said, "it is hardly with respect - the big issue of the day."

The NAS/UWT - the NAS was set up after the First World War by schoolmasters who opposed the principle of equal pay for men and women teachers - has only two women executive members out of 40, yet its membership of 127,000 divides into roughly one-third women to two-thirds men.

It has only once had a woman president, in 1979. It used to have a women's advisory committee but this was abolished by the annual conference in the early 1980s. All top level administrators are men, and although

one or two motions on equal opportunities are down on this year's conference agenda, no-one expects them to have much prominence.

The non-striking union, the Professional Association of Teachers, puts up a better show with 18 women on its elected council of 40 and a woman, Mrs Dorothy Womersley, as national chairman. Next year's chairman is also a woman, becoming the association's third since 1984.

The association claims a rapidly rising membership, now standing at 42,000, over half of whom are women. Three of its six main council committees are chaired by women, as are two of its four senior administrators. One is a woman.

The general secretary, Mr Peter Dawson, says the association acknowledges that the position of women in education is not yet properly recognized, but he also points out that some of the most conservative attitudes towards equal opportunities come from the association's women members.

Not surprisingly, the heads' associations reflect the paucity of women who

scale the professional heights. The National Association of Head Teachers, with 26,000 members, has an incoming woman president, Mrs Jan Leake, who will be the third woman president in 25 years. Four out of 32 council members are women, as are five out of 25 senior headquarters staff.

Mr Eric Pilkington, professional assistant, said: "There isn't any discrimination. It is always understood that all posts are open to everyone."

The Secondary Heads Association has six women executive members out of 22, which it suggests is an accurate reflection of the balance of women and men among its 5,200 members. Since it was formed in 1978 it has had three women presidents. The current treasurer is a woman, as is the chairman of its education committee. Two of its four senior administrators are women.

The union most actively seeking to encourage women members is the 216,000-strong National Union of Teachers, with two-thirds women members.

Even here, though, the figures are far from representative with only seven executive members out of a basic 41, and only 10 women presidents in more than 100 years.

However, the union has recently acknowledged the importance of mobilizing women members, and although policy remains not to have reserved executive places, a number of other moves have been made.

At its headquarters, where only two out of about 15 senior staff are women, a small equal opportunities unit has been set up, and a number of women's training courses have been organized.

As well as a long-standing equal opportunities executive committee, the union recently set up a national advisory committee for equal opportunities.

This committee organized this month a conference in Birmingham on the wider involvement of women in the union.

Ms Barbara Lloyd, executive member and chair of both the equal opportunities executive and advisory committees, said this week it was vital to involve women in the union from the staffroom level upwards.

This might mean arranging child-minding facilities or organizing meetings at times better suited to women members, she said. It was also necessary to cut out jargon, to humanize meetings and to ensure that issues of direct importance to women were discussed.

Since the year of action, many women are now far more involved, she said, although if women played their full part there would be a profound change in the nature of the NUT "and it would be a change for the better".

NATFHE, the college lecturers' union, is also committed to an equal opportunities policy. However, its current president, Mr Nan Whitbread, is its first woman president.

'Make or break' warning

Mike Inman takes over the presidency of the National Association of Schoolmasters and Union of Women Teachers next week, warning of a make-or-break year for the profession.

"It will be a year in which either the state education service starts to claw back in terms of respect, morale and resources, or it will slip down an ever-increasing slope into a bottomless pit. This year is the last in which to effect a change."

"I am pinning quite a lot on the talks that take place in Acaas."

Mr Inman, 44, is head of careers at Westwood High School, Leek, Staffordshire, where he has been a teacher since 1966. He spent the first three years of his career in Kirby.

His NASUWT career started with the secretaryship of the association in Leek. He went on to be both assistant secretary and president of the union in Staffordshire before becoming national executive member for the area in 1974.

He held the post for 10 years before becoming junior vice-president in 1984. "At the moment the ordinary classroom teacher is totally undervalued. I want to see that reversed."

Mr Inman is active in the West Midlands group of the TUC Educational Alliance and co-founder, with the late Mr Ron Cocking, the NASUWT national treasurer, of the joint negotiating committee of the Roman Catholic diocese of Birmingham.

Other interests include stamp collecting, fell-walking and running a 47-acre farm on the fringes of the Peak District.

Mr Inman's involvement in NASUWT was preceded by a brief spell in the National Union of Teachers while in Kirby. He says he "soon saw the errors" in his ways.

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James Meikle hears the NUT leader run the gauntlet of concerned parents

Polite slings and arrows for Jarvis

Parents, fed up with being cold-shouldered by protesting teachers, last week put Mr Fred Jarvis, the National Union of Teachers' general secretary, under a well-aimed but firm and sustained verbal siege.

He was told by one of his audience at London University's Institute of Education last week: "If I'm very wrong to think that more parents are going to come to behind the teachers, we are at breaking point. We are at breaking point."

Ms Margaret Henry, of Holland Park School, and an early member of the All London Parents Action Group which organized the meeting, told such bodies were "holding the line" after a year in which the teachers' tactics had proved a "miserable failure" in terms of forging relationships with parents.

It was one of the bluntest contributions of the evening, greeted with murmurs of dissent from others among the two dozen parents who spilled out the frustration they felt after more than 12 months of strikes and other actions.

Why, people asked, were teachers not putting their case to parents at school level, at meetings called to discuss their children's progress?

And why was there no uniformity of action even in schools with similar levels of NUT membership?

One speaker observed that nothing made parents more angry than the thought that their neighbours' children might be getting a better deal despite strike action.

And a now common question about the teachers' methods also resurfaced. "Why didn't teachers take tougher action that might bring quicker results - such as full-blown strikes or examination boycotts?"

Mr Jarvis stoutly defended his union but his replies suggested that a number of his members might be required to do an Easter penance for their failed public relations.

Parent consultation evenings were out, he said. But there was nothing to stop teachers calling meetings to explain their case or form parent support groups. His wife was doing that in her school.

Only a small minority of his members believed that getting the parents up in arms at whatever cost was the only way to move the Government. Nevertheless, the teachers had to do

more than hope for persuasion through good argument.

And the NUT would have to be careful how it put its case across to parents. There would also be no indoctrination of pupils.

"The Tories in Central Office would have a field day. Most PTAs would object if they thought the NUT was using them for their own political message."

"There is no way we could finance an all-out strike of the teaching profession."

Mr Jarvis promised that the union would take stock of the position but there were no pledges of change.

He seemed to enjoy the argument - picking up the concern of parents for state education in general as well as their worries over what his members were doing for the education, or lack of it, of their children.

He wished there were more bodies like ALPAG. Yes, the teachers ought to speak with more of a united voice, but the enemy was the present government.

He added: "We have a fight on our hands to ensure we have a public education system after the next election."

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Margaret Henry: blunt warning



Barbara Morgan... still determined to fly

A booster for the Shuttle

Undaunted by the fate of Christa McAuliffe, killed in January's Shuttle disaster, Barbara Morgan still wants to be the first teacher in Space.

Ms Morgan, 34, was Christa's understudy for the Challenger flight and watched from the ground as the Shuttle exploded. Now she says: "I'm very determined to fly, and I think the opportunity will come."

For the moment, no one is flying. NASA, which runs the Space programme, is in a lot of trouble, with fresh revelations about management and safety lapses published almost daily. The Shuttle programme is on "hold" for at least a year.

Meanwhile, Ms Morgan and 110

semi-finalists for the original teacher-in-space competition have been appointed as "Space ambassadors" to spread the good word about the future of Space to academic and civic groups.

The elementary school teacher from McCall, Idaho, a Phi Beta Kappa graduate of Stanford University, is proving the ideal public relations representative for NASA - which is something the agency needs very badly right now.

She radiates complete confidence, and a fervent desire to fly in the Shuttle. "I don't feel I'm being used at all," she says. "I'm very excited to be participating in this."

Speaking up for bilingual policies

BELGIUM

Bilingualism has been officially declared an educational priority in the French-speaking part of Belgium, where Flemish is to be a compulsory subject in primary schools.

In an interview in *Le Soir*, Mr André Damaseaux, Minister of Education (Francophone), said he hoped to introduce the second national language to the syllabus of French-speaking eight-year-olds in the 1987-88 school year. He said he would be sending out directives to schools between now and June.

Belgium has about 10 million inhabitants, linguistically and culturally split between the majority who speak Flemish (a dialect of Dutch) and the large minority who speak French. Two groups live in separate areas and communities, even in Brussels which is officially bilingual and both guard their linguistic traditions jealously.

He indicated that the policy would not work unless his counterpart, the Minister for Education (Flemish), Mr Daniel Comas, also introduced it.

To make the necessary changes to the law, Mr Damaseaux will need support from the main Francophone political parties, some of which remain to be convinced. Objections include the obligation to learn Flemish at all, or that language rather than another, and the early age at which it is proposed children should start learning it. Only the Liberal Reforming Party unreservedly backs the "realism" of Mr Damaseaux's plan.

Janie Marshall

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Republicans to draft alternative voucher Bill

First indications that the Reagan Administration may be willing to modify its controversial \$600 voucher plan for deprived elementary schoolchildren have come from Gary Bauer, Under Secretary at the Education Department.

He told a group of Republican Members of the House of Representatives that his department was willing to work with them on an alternative Bill, although he doubted whether they could produce anything better than the one now before Congress.

The Republicans are drafting a measure which would impose tougher civil rights standards on schools accepting vouchers, and which would allow the use of the vouchers for after-school or summer remedial programmes.

Under the latter clause, intended to provide more choice for parents who cannot afford the difference in cost between private school tuition and a voucher, the children would remain in their normal school for regular classes.

The Administration's voucher Bill, known as "Teach", has been running

UNITED STATES

As politicians give more thought to Reagan's plan, it looks less likely to get through Congress. Bill Norris reports

into heavy weather in Congressional committee hearings. Sources on Capitol Hill doubt whether it will become law this year, if ever, and say that though the new Republican alternative may garner more support, it, too, is unlikely to command a majority.

Mr Mike Edwards, chief lobbyist for the National Education Association, said this week that no matter what form the alternative Bill takes, NEA will remain opposed to vouchers, which it considers "an inappropriate mechanism for the funding of education programmes".

Elementary dear Ronald...

It cost \$120,000 (£86,000) to produce, runs to 65 pages, and was launched with a fanfare at the White House by President Reagan himself. But to many American teachers the latest Federal Report on Education is seen to reveal nothing more than a blinding glimpse of the obvious.

Entitled *What works, research about teaching and learning*, the study concludes that parents can do many things at home to help their children succeed at school, and that what parents do to help their children learn is more important to academic success than the economic status of the family.

It contains 41 recommendations, including:

□ "The best way for parents to help their children become better readers is to read to them."

□ "Children improve their reading ability by reading a lot."

□ "Learning to count everyday objects is an effective basis for early arithmetic lessons."

□ "Children who are encouraged to draw and scribble stories at an early age will later learn to compose more easily."

□ "Children get a better start in reading if they are taught phonics."

□ "The best way to learn a foreign language in school is to start early and to study it intensively over many years."

□ "The more advanced the subject matter and the more rigorous the textbooks, the more high school students learn."

□ "Memorizing can help students absorb and retain the factual information on which understanding and critical thought are based."

President Reagan, whose last educational venture was to introduce the controversial *Nation At Risk* report three years ago, attempted to show the value of memorizing with a recitation of "The Cremation of Sam McGee" by Robert Service, his favourite poet, he said.

The President performed the work as a duet with Mr William Bennett, Education Secretary, but also there was no teleprompter: the show stopped when the great communicator forgot his lines before they reached the second verse.

Mr Bennett has been responding angrily to critics, including the National Education Association, who have said that the report not only contains statements of the obvious, but has been cribbed from NEA publications over the past decade.

"In the past 20 years," he told a conference in Washington DC, "common sense has been laughed at, scoffed at, kicked at, and, in some education conventions, tarred and feathered and run out of town."

"Yes, we speak up for some time-proven techniques like homework, memorization and discipline. And automatically a few people out there start talking about the Dark Ages. But bear in mind: we are telling the public that time-proven techniques work because the empirical evidence says they work. We know they work."

Mr Bennett also denied charges that the real purpose of the report was to divert attention from the latest Federal Budget, which is attempting to slash education funding.

"You can spend all the money in the world," he said, "and if you don't do these things, you'll get bad education. We proved that in the 'sixties and 'seventies. We spent and spent and we dumbed and dumbed."

To those who have claimed that the report is aimed only at white, middle-class, two-parent, suburban children, he retorted: "In some circles it's just fashionable to criticize the middle class and anything perceived to be infected by middle-class values."

Undeterred by the criticism, the Education Department is to produce similar booklets on discipline and drug prevention. However, it has drawn the line at writing one on higher education. The reason, according to Mr Bennett's chief assistant, Mr Chester Finn, is that research on college and university education is less plentiful than that on elementary and secondary schools. Or possibly less simple.

More and more Japanese parents want their children to make an early start to schooling - so giving them a competitive edge in what is a competitive system

A quick getaway to life in the fast lane

JAPAN

Business is booming for Japan's private kindergartens. New figures from the Ministry of Education show that 94 per cent of five-year-olds, and 82 per cent of four-year-olds, are receiving pre-school education.

The popularity of pre-schooling is a sign of the growing competitiveness of Japan's education system. Parents are determined to ensure that their children get off to a flying start in the educational marathon.

The long-term aim is entry to one of the country's prestigious universities, a goal which requires attendance at a top high school. Admission to such a school, in turn, depends on a good academic performance at middle and elementary school. Parents enrol their children in kindergarten to prepare them for the competition that begins almost as soon as they enter elementary school.

The ministry statistics also reveal that infants are being enrolled in kindergarten at an earlier age. Thirty-five per cent of all three-year-olds are in kindergarten and a growing number of one- and two-year-olds are receiving pre-kindergarten tutoring.

The expansion of pre-kindergarten tutoring reflects the increased competition for places at the country's linked private kindergarten-school-university institutions. The "through-plan" system has the attraction of providing almost guaranteed progress



Kindergartens... on the right lines?

sion up the steps of the education ladder.

Admission to the system is decided by an exam and pre-kindergarten tutoring has developed as a means of preparing the infants for this important test. Once enrolled, however, the fortunate pupils are able to escape the intense pressures of the "examination hell" at the cross-over points between middle school and high school and between high school and university.

Because pre-school education is not free, parents expect to see results for their tuition fees. The mainly private-

ly-operated, but state-supervised, kindergartens therefore place greater emphasis on learning than playing.

Nevertheless, the kindergartens and, surprisingly, even the schools remain fun for the children. A recent American survey concluded that Japanese pupils enjoy school more than children in other countries. The kindergartens play a vital role in fostering the idea that learning is an enjoyable experience and that school is something to look forward to.

John Greenlees

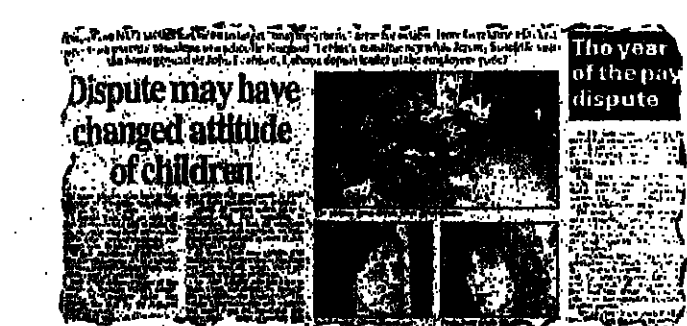
LETTERS

Why parents despair in Norman Tebbit's constituency

Sir - The article on Rush Croft school in Waltham Forest (*TES*, January 31) scarcely did the school justice and threw surprisingly little light on the consequences of the teachers' pay dispute. Rush Croft is, or was, a superb little school. Any school that has, on at least two occasions, reduced Mr Norman Tebbit to incoherent rage must have a lot going for it.

My wife and I fought hard to send our oldest son to Rush Croft. His brother will join him in September. We still have faith despite the evidence that the school is being dragged down by maladministration and industrial action.

The local authority has much to answer for. Reorganization is doubtless inevitable, but the school will shortly have its fourth headteacher in little over two years. There's responsible planning for you. The teachers, one of whose enterprises to combat racial discrimination was once eloquently outlined in your columns, have engaged in quite disgraceful discrimination themselves by taking extra punitive strike action to affect children and parents unfortunate enough to live in the constituency of a prominent



Dispute may have changed attitude of children

Cabinet Minister. To be fair, I do not think they do this any more.

The school has a most interesting newsletter sent home every Friday. I don't know which enraged me more, the edition in which the Tory vice-chair of governors proudly announced that per capita spending on state school pupils was now over £1,000 a year (pennies - the guy was quite incapable of seeing that he was providing evidence of massive under-resourcing of the system) or last week's edition, 70 per cent of which was about the teachers' lot with comments about the children thrown in as a sort of incident-

tal extra.

Teachers (I am one myself) have been reduced to this level, of course. They have been castigated as the source of the nation's ills (along with social workers) and grossly underpaid for the best part of a decade. At Rush Croft, we were informed, there have been few complaints from parents. I dare say that's right. We don't complain, we despair.

JOHN RYDER
Hampton Road
Chingford
London E4

Unions' case just

Sir - I have only just seen a copy of the January 31 issue of *The TES* which contains an interview with myself and other parents from Rush Croft high school in Norman Tebbit's constituency, Chingford.

I must take issue with the tone of the article. It quite rightly highlighted the concern parents feel over the damaging effects of the teachers' prolonged dispute. However, it totally ignored what we said repeatedly in the interview, namely that we support the

teachers' case and feel the responsibility for the chaos lies with the Government's attitude towards state education.

I must clarify, also, that Rush Croft's original meeting was back in June 1985 and by November 1985 PRICE (Parent Resources Into Child-rearing Education) had been formed and was on its way to 10 Downing Street with a double-decker bus full of angry parents. ALPAG (All London Parents Action Group) sprang out of groups similar to PRICE all over the country, looking for a focal point. Your article made the parents' in-

volvement sound extremely superficial.

Your reporter conjured a picture of Rush Croft as a battle-ground between parents and teachers. In fact, Rush Croft is still an extremely welcoming place with an "open door" policy even in the midst of, not only the dispute, but also total reorganization of secondary schools in the borough.

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... a system which takes its toll and produces its victims

Staff sacked after bullies drove boy to suicide

Three Tokyo teachers have been discharged by the Board of Education and three other disciplined for their part in driving a 13-year-old pupil to suicide.

The case of Hirofumi Shikagawa has caused an unprecedented scandal. In a country where pupil suicides are reported almost every week, because of the teachers' complicity in the bullying that drove him to hang himself.

Among the many instances of bullying and intimidation that preceded his death was his own mock funeral, staged by a group of fellow pupils with the co-operation of teachers at his Tokyo secondary school. Although Hirofumi did not witness the ceremony, which was held at his desk and was accompanied by flowers, incense and a portrait of the "deceased", the following day he was handed a card bearing the signatures of the teachers and farewell messages such as "may his soul rest in peace".

Hirofumi's form teacher, Mr Namio Fujisaki, 57, has admitted he knew what the card was for when he signed it and later appealed to the pupils involved and the victim's parents not to

disclose his role in the affair. Japanese parents rarely protest when their children are maltreated at school. However, Mr Shikagawa had twice asked the school to intervene on his son's behalf and had complained without result to the local police. The school's principal said that counselling had been given to the bullies.

The Justice Ministry has broken with tradition and undertaken an inquiry into the circumstances surrounding Hirofumi's death, stating that the mock funeral could have violated human rights.

Meanwhile, Prime Minister Yasuhiro Nakasone's Provisional Education Reform Council, established largely out of concern over a breakdown in discipline in schools, has done little to counter bullying. It has advocated the appointment of many more education counsellors to deal with violence of all kinds and has been looking into the possibility of local education boards hearing complaints and initiating investigations.

It has also suggested improvements in teacher training (extending classroom practice for new recruits from 20 days to one year and doubling their probation from six months to a year), but critics assert this will not add to young teachers' understanding of pupils or their capacity to deal with problems.

They have pointed out that teachers' heavy workloads leave little time for non-academic tasks and there are no educational psychologists in Japan to turn to for help.

Last year the Ministry introduced one-week courses for school health care officers, but these last only one week. It also offers small subsidies to prefectural (country) boards of education to set up groups of experts, including doctors and scholars, to advise teachers and parents.

Twenty-five of the 47 prefectures have taken up the offer. But the question remains: how many more children will die before repeated calls for closer cooperation among parents, teachers and the community to stamp out bullying are finally heeded?

Barbara Casasus

Speech therapy

Sir - I was very interested to read Andrew Sutton's letter (*TES*, March 14), on the issue of speech therapy provision for speech and language-impaired children. His reference to the "ritual mentions of speech therapy in statements under the 1981 Education Act", which frequently bears no correlation to the actual provision made, is a picture very familiar to us here at the Association For All Speech-impaired Children.

We are particularly concerned that speech therapy comes under the umbrella of the National Health Service, a fact which allows local education authorities to evade their responsibilities as stated in the 1981 Education Act.

For language and speech-impaired children, speech therapy is a matter of vital educational importance, as it

helps knock down the barriers to learning which these children encounter. This is an educational need which is frequently not met because of the failure of the local education authorities to resolve the question as to who should provide what. Without central government guidelines on this, the whole system rests on an absurdly ad hoc basis.

However, I cannot accept Mr Sutton's proposal that teachers should take on the work of the speech therapist. Teachers in language units are not given sufficient (or indeed, in some cases, any), in-service training or professional, expert support for them to be able to take on this role.

MOIRA NOBLE
Education officer
Association For All Speech-impaired Children
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No penny-pinching

Sir - It is unfortunate that Shan Oakes' article, "Assessment on the cheap" (*TES*, Talkback, March 7), implied that examining boards' introduction of internal assessment to save themselves money.

This is not so. Schemes such as the NEA Joint O level and CSE English Syllabus B, to which Shan Oakes was referring, are at least as expensive to operate as conventional written examinations. Schemes like this have

been provided in response to widespread demands from teachers for this approach to assessment.

Learned attack seems based on half-truths

Sir - While agreeing with Paul Johnson (Personal Column, TES, March 14) that suppression of free speech within our universities is undesirable, I cannot help but feel equal horror at the way he bases his apparently learned attack against university education on misrepresentation and half-truths.

He criticizes the Collège de Montaigu because it was detested by Erasmus and Rabelais but revered by Ignatius Loyola and Calvin - yet fails to see that a university which can produce four such brilliant minds (and can be revered by two men of such opposite positions as Calvin and Loyola) can hardly be accused of breeding narrow-mindedness.

He represents German universities at the time of Hitler as hotbeds of Fascist thinking, but fails to recall that through his policy of *Gleichschaltung* Hitler removed all academics opposed to Nazi ideology and replaced them with men of doubtful calibre but conformist politics.

Nor does he mention the "White Rose" resistance movement at Munich University - or would this in his view represent the "Fascist Left"?

Finally, he wonders whether it is perhaps inadvisable to bring together



University challenges: Erasmus, Rabelais, Loyola, Calvin, and Hitler

young people of above-average intelligence into one community... and somehow tries to embrace in his attack comprehensive schools where, by definition, this practice is avoided!

If modern university education can help us to avoid this sort of shabby

semi-intellectual mis-argument, then its existence will be justified.

ELISABETH MARTIN
1 Conewy Court
Stanbury Barn
Northampton

Testimony to need

Sir - Paul Johnson's piece on the universities is an eloquent, if unwitting, testimony to the continuing need for institutions which teach the art of reasoned analysis.

Were one of our students to produce an argument which assumed - without the slightest attempt to establish causal links or without any consideration of alternative explanations - that the nation's economic ills flowed from the activities of those educated in the expansion of the 1960s, it would be criticized for both its analytical sloppiness and its inadequate empirical foundation.

To then proceed, on the flimsiest of evidence, to make comparisons with Nazi Germany and to assert that intellectual intolerance and habits of violence are acquired at university, as though that were a sufficient explanation, is to display a crudity of approach and a degree of prejudice unmatched

by the vast majority of the student population.

Certainly our own attempts, however limited, to foster both intellectual rigour and a sympathetic awareness of the human condition are more likely to combat intolerance than Johnson's emotive and rather nasty assertions. These will only inhibit dialogue about the future of our universities and compound the very problems that they purport to address.

DAVID PARKER
Chairman
School of History
University of Leeds

Vast volumes

Sir - Paul Johnson has probably been too busy with his own writing in recent years to read the vast amount of soul-searching and self-criticism within the universities and other institutions

GARETH WILLIAMS
Professor of Educational
Administration
University of London
Institute of Education

DES silence

Sir - I wrote to Sir Keith Joseph on February 24, condemning the introduction of GCSE this coming September, in the following terms:

"I am wholeheartedly in favour of the move to GCSE in principle.
2 The biology and physics departments currently teach combined syllabi.

3 I was involved in the London University LRB/ ILBA Mode 2/3 O level/CSE joint schemes for Biology with large components of coursework assessment and one of the precursors schemes for current GCSE thinking.

I therefore stand as a teacher with both the relevant experience and necessary commitment.

However, my experience of starting new syllabi clearly tells me that the introduction of GCSE this coming September would be an event of such disorder that it would be little more than a paper-political exercise.

As a head of science I find myself facing the following problems:

- (i) no forthcoming additional capital allowances for textbooks and materials especially equipment to be in use for practical assessment exercises;
- (ii) no proposed increase in basic capitalization to allow for the increase in printing required for any systemized assessment programme;
- (iii) inadequate staffing within the science department both to reduce pupil:teacher ratios to manageable sizes (WJEC recommended effective group size for new science syllabi is 20) and provide time for teachers to organize;
- (iv) insufficient time. A clear timetable year is required in addition to the time allowed (if a purposeful) and organized start is required. We haven't had the recommended modifications to existing syllabi yet, nor the time to

think it out for ourselves, neither will there be the time effectively to transfer INSET knowledge and skills or consolidate adopted internal schemes of work.

(v) no existing GCSE syllabus in any science subject. This makes ordering, planning courses and even planning assessment exercises unfeasible.

(vi) low morale, especially in view of the current teachers' action and the time it will take in its aftermath to restore normality, not just of working procedures, but in terms of working attitude which the ongoing dispute has unarguably altered.

I am too proud of my work to enjoy being pushed into a situation that could prove disastrous unless I have the adequate resources at hand to manage effectively.

More than two weeks later I received an acknowledgement from the Welsh Office in Cardiff, with no promise of a letter to follow. Not only do I feel more out of touch with the DES than I did before, but now I'm expected to believe that the introduction of GCSE is a regional problem!

When I wrote to my MP, Sir Anthony Meyer, to ask for his help, he wrote back sympathetically to say that he had similar treatment from the DES.

I am left with the frustrated feeling that I've been felled, and that there is no way of getting through to Sir Keith Joseph with what I have to say.

J D PINAGIN
Head of science
Rhyll High School
Cwyd

March of time

Sir - Maundy money. As your reports will know ("Delay in teachers' pay", TES, March 14) events have a habit of moving rapidly in Oxfordshire.

With a little help and encouragement from his friends, the County Treasurer will enable Oxfordshire teachers to have all their back pay - indeed, some will get too much - not in August, not in June but in March. In fact, last night on Maundy Thursday I hope that next year Oxfordshire teachers will benefit from a proper pay structure, clear conditions and an early settlement. They deserve nothing less.

TIM BRIGHOUSE
Chief Education Officer
Oxfordshire

Sixth-form threat

Sir - The article by James Melkio on the Oxfordshire educational scene refers to "the unease in rural areas as secondary school sixth-forms come under threat" (TES, March 7).

There has been a mad gallop in this isolated catchment area as the county attempts to resolve the problem of sixth-form provision. First inkings in November 1985 have now become a firm proposal for the full county council to debate our future in April 1986.

The "Consultative (sic) Document" recommends the transfer of our sixth formers to Wantage, at least ten miles away from most of our villages. The "unease" is the mass of opposition to this proposal; the letters to the local authority have surpassed even those about the Oxford City schools.

Parents, students and staff are alarmed and angered by a policy which might be described as "a mad gallop in this isolated catchment area".



quite unrealistic for this isolated corner of this county. Our catchment area touches three other counties, one of which will gain most if this proposal is adopted and our students are dispersed.

Our five parent governors have been invited by personal letter all the county councillors to join a hired coach at County Hall, to tour our catchment area and to inspect the new sixth-form premises completed last summer.

Local people are so incensed at being ignored, that action groups all over the area and of every political persuasion are lobbying the members in an attempt to dissuade them from making a decision, which will have such a social impact on our community.

REX NORMAN
Head
Parrington School
Parrington
Oxon

Willing troops

Sir - I must take up one aspect of Peter Smith's article (TES, March 7) entitled "An uneasy peace will break out".

Peter Smith states that the biggest threat to the fragile truce will be the "trigger happy subalterns too keen to demonstrate control over the troops to town and county hall brigadiers". For subalterns, of course, read heads and for brigadiers read chief education officers.

Leaving on one side perhaps the issue as to whether he has quite got the right army officer ranks as his description of the respective position of heads and chief education officers, his message raises an important issue to which I must respond.

I have already put out advice to our secretaries around the country which makes it quite clear that our members can only be expected to try and operate their schools "as normally as possible" within the constraints that will inevitably result from attitudes adopted by individual members of staff. In other words, the advice which the NAHT is issuing is exactly the opposite of encouraging our members to adopt stances which will cause conflict within individual schools.

I am sure that the NAHT's advice is very much in line with what the overwhelming majority of our members will have done in any event. Our members cannot be expected to provide for education authorities to provide for anything like a return to normality if the "troops" (to use Peter Smith's phrase) are unwilling to respond.

DAVID HART
General Secretary
NAHT
Haywards Heath
Sussex

Our contacts have enabled us to find the appropriate experts from the classroom to speak to our students, providing theoretical and practical insights into educational issues. Our students have been able to work alongside us in our classrooms, discovering ways in which theory can be put into practice - by them as well as us. In other words, the gulf is being bridged and both sides are gaining.

Linda Haggarty and Liz Roselman are teachers at Peers School, Oxford, and Associate Tutors at the Oxford University Department of Educational Studies

Old English

Sir - It is regrettable that Roger Knight (TES, March 14) has apparently chosen to ignore the crucial philosophy behind the National Criteria for English. If GCSE is to achieve anything it must be in its impact on the teaching in the classroom and in the promotion of good practice.

Yet Knight's narrow focus on the assessment criteria, important though they are, particularly since they go some way to removing the abuses of previous norm-referenced systems, precludes a consideration of all that should be applauded in the philosophy that gave rise to them - the balance between the four modes (reading, writing, listening and oracy); the variety and authenticity of purposes and experiences; the coursework element with its emphasis on the process as well as the product; and the unification of language and literature.

Far from extirpating language "most clearly from its entanglement with literature" and relegating it to a "distinctly subordinate state", the impetus is to integrate it as a fundamental part of the rich and total English experience.

The GCSE English Guide for Teachers, had Knight but taken even a cursory glance, promotes literature in a very positive, crucial and refreshing way, inviting pupils to "engage in many different forms of 'dialogue' with texts".

Furthermore, two of the GCSE aims clearly stress the "mind, spirit and sensibility" of which he so deprecates the passing; students should "understand and respond imaginatively to what they hear, read and experience in a variety of media" and "enjoy and appreciate the reading of literature".

Any English teacher sensitive to the subject and to the needs of their pupils must see the opportunities afforded beyond the final assessment, and welcome the release from the constraints of the old-style examinations where the aridity of the "scholarly" essay was the death-knell for so many pupils' enjoyment of literature. The heart hasn't gone from the subject; it's being resuscitated.

GILL JAMES
Head of English
T P Riley Community School
Blowich
Walsall

all who have an interest in the quality of education received by the 90 per cent of our children who attend comprehensive schools. This quality has been generally very high despite the bad public image. It is now under threat from market forces. Who values the education of all our children?

Fewer graduates

Sir - Your readers may be disturbed to know that recent figures released by the Graduate Teacher Training Registry show a fall of 23 per cent in graduates registering for teacher training in the secondary sector next autumn - compared with comparable figures last year. The final 1985 figure of just over 17,000 (which includes all sectors) was itself the lowest figure or five years.

CSCS is a national organization for

CHRIS SPIVEY
Director
Centre for the Study of Comprehensive Schools
Wentworth College
University of York

GCSE point

Sir - The Commission for Racial Equality is reported (TES, March 14) as supporting "a boycott of the new GCSE examinations". Some of us who work here may have reservations about aspects of the new examination but the commission itself has not authorized any support for making a difficult situation worse.

Given the examination is here, it must be in everyone's interest to make it work as well as possible.

PETER NEWSAM
CRU
Elliot House
Allington Street
London SW1

Native note

Sir - May I correct a rather odd mistake in Christopher Price's review of my book, *The Expatriation of the Saints* (TES, February 7)? For some reason Price has decided that Zimbabwe is my "native land", and he concludes that "the colonial in Cause" is "locked deep in an overdrive of spite against most things in (sic) English".

This is not the case - I had lived the first 40 years of my life in my native England before I first set foot in Rhodesia/Zimbabwe. I know that country only as an interested visitor.

DAVID CAUTE
41 Westcroft Square
London W6

A foot in both camps

Linda Haggarty and Liz Roselman describe a practical way of linking teacher training and schools so that both sides benefit.



Liz Roselman (right) and student teacher Christine Cowans: the scheme allows students to try out new ideas and materials.

It is sometimes said that teacher trainers live in ivory towers, far removed from the realities of classrooms. In 1983 we were appointed to work half in a school, and half in a university department of education, in order to bridge the gap.

The department was the Oxford University Department of Educational Studies; the school was Peers in Oxford. We are employed by Oxfordshire as scale three teachers, and the university pays for half our time. We spend two whole days in each place, with Friday split between the two.

We teach a half timetable at Peers, and have full responsibility for groups of Postgraduate Certificate in Education (PGCE) students at the department. One of us teaches mathematics, and the other modern languages. There are similar appointments in two other curriculum areas, linking the department with other Oxfordshire schools.

Peers is a 13-18 comprehensive upper school about 5 miles from Oxford university, serving largely the Blackbird Leys and Rose Hill areas to the east of the city where unemployment is relatively high. It is an urban community school where many changes are taking place (see TES December 13, 1985). New approaches to curriculum development recently won a schools curriculum award.

At Peers we teach the whole age and ability range, and are considered normal teachers, taking our share of cover and duties. Our students are welcomed into the school throughout the year and find the experience challenging and enriching.

At the department, our main focus for the first and third terms is on interviewing prospective

students, planning courses and preparing materials, selecting and ordering resources, and then running the courses. We take curriculum groups, give lectures, set and mark assignments and complete student assessments.

In the middle term, the students are on teaching practice in schools in and around Oxfordshire and we visit each one regularly. We also run support sessions where tea, sympathy and a chance to discuss problems are available if required. Throughout the year, we are responsible for the progress and professional development of our students with responsibility for guiding them in their career choices, helping with job applications, and providing references for prospective employers.

Because of the nature of the job and our own professional interests, we have become involved in many current educational developments and we find ourselves on a large number of committees where our experience of both ends of the teaching spectrum is highly valued.

This gives us the opportunity to help formulate policies on such diverse areas as assessment procedures, the validation of teacher training courses, teaching methodologies, and equal opportunities. We are then in a position to disseminate these ideas to our students, tempered by our first-hand classroom experience.

In addition to the obvious mutual benefits for both school and university, we are in no doubt that there are very great personal advantages in the joint appointments. We have the stimulation of working in a university department, yet we keep completely in touch with the realities of teaching - the workload, the pressures, the teaching year, and the involvement with pupils

and parents. We get many ideas for teaching from visiting other schools, watching students on teaching practice, and exchanging ideas with them in the department. Teachers in other schools see us as people who will understand their comments and their needs, and we have been able to strengthen some school - department links.

We like the fun and variety of working in two different places, with an enormous cross section of people. We are also aware that we both give a good deal for our Scale 3 salary. Perhaps the first thing we realised, very early on, was that two jobs of this nature add up to more than one whole job.

The obvious pressures are on time and organisation. On a busy day we find ourselves praying that the traffic won't be too bad as we rush from school to a meeting, or that a crucial file or pile of marked exercise books really is at the right institution. Some colleagues forget, at first, that we were not there all the time and wondered why we didn't always respond immediately to urgent messages in pigeon holes or attend vital meetings.

There are other less tangible pressures. We both experience intense frustration at seeing the jobs that need doing, in both institutions, that we simply do not have time to do. Another major pressure comes from being constantly aware that we are role-models in others' eyes.

This puts us in a paradoxical situation. We want to be seen as good teachers, demonstrating good practice - but not to be thought of as people with all the answers who never make mistakes. However, if we admit to having bad days, and talk honestly about our problems and difficulties, we risk being thought of as incompetent.

This makes it easy for us to become sensitive and over-critical about our work in school. Our immediate reaction to those times when things just do go wrong is to say to ourselves (or to each other): "That was an awful lesson - what right have I to tell others how to do it?" or at the end of a busy day: "This classroom looks terrible - and after all we've said about changing display work regularly and creating a stimulating 'environment' - and so it goes on.

We have a huge responsibility for the lives and careers of the PGCE students, and we must be ready to see them at short notice. The first term is particularly busy, with an enormous volume of preparation and marking as well as getting to know large numbers of new faces.

We both feel that we have been able to give something extra to our particular subject areas in both places. In mathematics, for example, students have spent a considerable amount of time in school working with small groups of pupils on specific, enriching activities. We have been able to focus on low attainers and consider what their needs are in mathematics.

We have also been able to trial both materials produced by students and published materials in the classroom. We have taught ourselves LOGO on the school's computer network and then taught LOGO to small mixed ability groups in the third year.

We have explored other areas in the mathematics curriculum which lend themselves to mixed-ability presentation. We've been able to do real problem solving and investigations in the classroom, and we've discovered together how teaching styles have to change to accommodate

new styles of assessment and learning. And last but not least, we've enjoyed - students and pupils alike - our mathematics together in a relaxed and friendly environment where everyone has had a chance to talk and be listened to.

In modern languages we have concentrated mainly on intensive language days and experiences, where the Peers pupils have been released from other lessons to spend whole days on French or German. We have held French days for about 50 fourth and fifth-year pupils and a German day for the fifth years.

The activities were chosen after considerable discussion and decisions about what would be motivating and fun, yet valuable in terms of enrichment for 16+ examination preparation. Eventually we offered a variety which included a great many language games played in small groups, each with two students "overseeing"; a French keep fit session; the making of an Advent calendar, following instructions in French; a German song class; some German computer games, and a French palmyra session.

In addition to these, the students wrote and performed some sketches about life in France and Germany. After watching these the Peers pupils had to prepare their own sketches, helped by the students, to perform later in the day.

We have also held sixth-form French days at Peers, in which about 80 sixth-formers from local schools have participated. For these days a theme was taken such as *La Publicité*, with presentations and activities throughout the day centred on the theme. Coffee and a buffet lunch was provided for the sixth formers by the students. At all times we attempt to use the foreign language as the medium of communication.

This year, in addition to the intensive days, we shall be doing some micro-teaching, filming students working with small groups of third years at Peers. We also hope to involve the students in making classroom displays and providing input to A level and French for business studies courses.

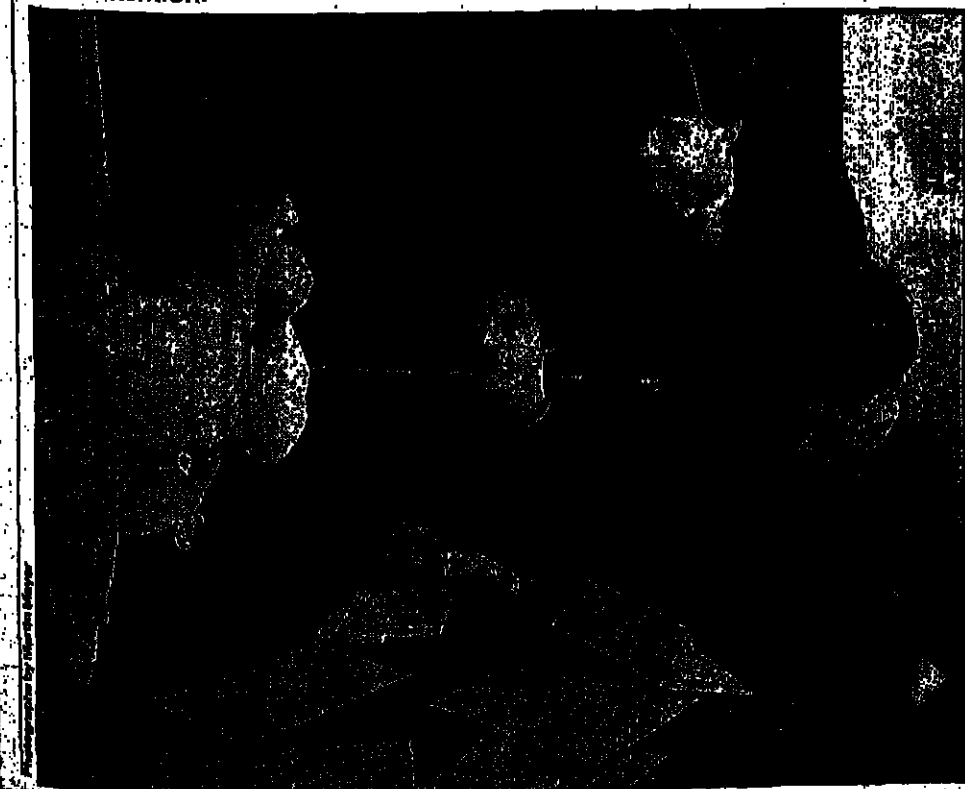
The most pleasing aspect of these events is the evident mutual advantage for both learners and trainee-teachers. The learners have more attention and help in one day than they can possibly receive in many weeks of normal lessons. The students can develop and experiment with ideas, games and exercises in a relaxed and informal setting, but with real pupils who provide instant feedback on the relative success of any project.

We see our jobs as the start of some very exciting developments in school-based teacher training, and the success of the joint appointments has been an important ingredient of radical changes now being planned for the Oxford PGCE course (see TES, February 21, 1986).

Our contacts have enabled us to find the appropriate experts from the classroom to speak to our students, providing theoretical and practical insights into educational issues. Our students have been able to work alongside us in our classrooms, discovering ways in which theory can be put into practice - by them as well as us. In other words, the gulf is being bridged and both sides are gaining.

Linda Haggarty and Liz Roselman are teachers at Peers School, Oxford, and Associate Tutors at the Oxford University Department of Educational Studies

Linda Haggarty and student Paul Heard teaching maths: the pupils get much more attention.



FEATURES

FEATURES

From English to Aloe Vera



by Susan Thomas

Anita Roddick's Body Shop is the classic rags to riches story. Starting from a £4,000 bank loan she has achieved international status, flotation on the stock market, a £9 million turnover and Vevee Clquot's Businesswoman of the Year award (including free champagne for life). All this in nine years and all due to the lessons she learnt at teacher training college in the Sixties.

Well, almost all. There is also the exceptional working partnership with Gordon, her husband, and her Italian blood. "I have this theory that it is the energy of its immigrant population that gives a country its vitality," she explains. "The other thing is not wasting time on leisure pursuits. I don't actually know a single outstandingly successful man or woman who has 'hobbies'."

What she doesn't mention is that somewhere, way back along the line, she learnt that anybody can do anything. Take your courage in both hands, go straight to the top, the head, the editor, the chairman and present yourself, full of bounce and good ideas, and you can't fail. If it looks good and sounds good (especially if it smells good), they'll buy the product and that applies as much to lesson plans as to the Body Shop.

Shortish, stylish, wide-eyed, and as full of dash as a Ferrari Daytona, she is much given to one-liners. "Sensible shoes, a well-polished skin and a young lover make a woman look good... The most ageing thing you can do is walk slowly... The cosmetics industry is run by men who trade on women's fears - the fear of ageing or thick thighs or wrinkles. What's wrong with wrinkles?" Anita Roddick has wrinkles round her eyes, but she moves so fast you don't notice them.

Since the Vevee Clquot Award last year, the Roddick story has had massive press coverage. It goes like this. The daughter of a vast, warm-hearted, immigrant family, she helped her parents in the little cafe and went to the local school, did teacher training at Bath, landed a job researching for the Paris end of the *New York Herald Tribune*, and returned to teach at a village comprehensive in Sussex.

After three years she quit while she was still on top, offered her non-existent secretarial skills to the UN in Geneva, and was given a job arranging conferences for the International Women's Organization. Then she took off on the hippy trail.

She needs very little encouragement to talk about the lessons she learnt on the way - "Beautiful Tahitian women with skins like satin plastering themselves with cocoa butter or, in Morocco, using mud to shampoo their hair. And in New Mexico discovering the value of aloe vera - marvellous stuff with tremendous healing qualities."

"Aloe vera is very well documented. Alexander the Great used it for his troops, Christ was anointed with it. Columbus knew about it, and since 1945, the US Navy has stockpiled the stuff for use against radiation burns in the event of nuclear war."

So we got round to the Body Shop, via marriage, (in Reno to Gordon) and the first business, a shabby hotel and restaurant venture. Then in 1976 Gordon felt an urge to ride across South America on a horse and Anita decided to sell natural beauty products to Brighton's "brown rice brigade".

She found a tiny damp shop, painted it green, filled the empty spaces with plants, started out with 15 products made to her own specifications and packed in urine sample bottles - "The cheapest containers we could find".

As for the venture capital, that came from the bank, but only just. "The first time I went wearing jeans, the children in tow and full of enthusiasm. Enthusiasm embarrasses bank managers - it is not a commodity they understand." He thought she was proposing a sex shop and refused to finance the business.

The experience reinforced everything she had

learnt about image, design and lesson planning. The next time she went in a suit, flanked by a husband and accountant and bearing a plastic folder full of profit and loss accounts and cash flow forecasts - "All those buzz words which make bank managers feel safe."

She got £4,000, enough to buy the green paint and plants and pay for the lease, and began to employ all the lessons she learnt at training college. Thus to walk into a Body Shop is a total sensory experience. "For a start I always have music - Baroque in the mornings, Forties and Big Band in the afternoons."

"I did the same when I was teaching - always had music with my history lessons, Gregorian chants, madrigals, whatever helped create the right atmosphere." Baroque and Big Band encourage the middle-aged. "The young women will come anyway, but if it's all pop, older women will be put off."

Then there are all the things to look at, rub on, touch or sniff. Baskets full of soap, mounds of tiny jewel-bright boxes, half-open drawers stuffed with sachets and tubs and bottles. And, filling the shop and billowing out into the High Street, the pervasive heady scents of tropical beauty. It is the ultimate in hands-on, experiential education - or retailing know-how.

Hence the shops have proliferated, into Europe, from Iceland to Australia, from Malaysia to Cyprus to the United Arab Emirates. When the Body Shop went public in 1984 the Roddicks owned six shops in the UK, had 90 franchises worldwide and 200 would-be Body Shoppers queuing to buy into the corporate empire. Now there are 75 shops in the UK, and 126 overseas.

Successful retailing is nearly all basic teaching skills, she says. Organization, stimulation and information. "Communication is vital. And education. We run training courses for the staff, keep them up to date with the latest products and company developments, and do the same for the customers. You can find Mark, our chemist, sitting in the shops talking to customers."

As for paying attention at the back there, Mrs Roddick has her ways. "I keep a very close eye on all the shops. The more there are the more difficult it is, but I get reports."

A while ago her teenage daughters observed a dreadful sight in one of the Body Shops - "The assistants were simply ghastly," they said, "just loafing around, ignoring the customers, talking and one of them was YAWNING!" Like their mother they have a realistic attitude to work and a way with words.

Anita Roddick excels with words, always providing good, appropriate copy for the media. As a result they don't pay for advertising. "I reckon we had nearly £1.5 million worth of free air time when we went public. It helps," she says, "if you're a woman, youngist and don't look too unattractive."

With a corporate image set to rival Conran's and £4.5 million gross profit last year, it seems pointless to ask if she misses teaching. She says she doesn't miss it exactly, but still thinks about it



Anita Roddick in her warehouse.

a lot. "I really enjoyed teaching - ran the English department - did lovely exciting things with kids who were real no-hopers. Got a friend to take a lot of photographs on Moss-Side and blow them up five foot high, then we used them for creative writing."

"They strung words together. They couldn't spell. Some could hardly read but they could make poetry. It was quite anarchic in a way but the discipline was in the presentation."

She goes into schools very frequently and talks to the pupils about careers, especially careers in retailing. "Retailing is the growth area. It used to be full of low paid, no hope jobs - it used to be a threat 'carry on like this and you'll end up a shop girl', now it's different."

"Look at the design revolution that's hit the High Street. Now there's a real career opportunity for women." Every one of the Body Shop franchisees is a woman, but, she grins, she is as she tells you, the management structure is traditional - with accountant, admin, and distribution still male preserves.

It is the appalling lack of hope and confidence that gets her when she talks to teenagers, she says. "I tell them 'Go out and ask for jobs. Don't wait till they're advertised, and don't start with the personnel officer - go straight to the chairman. Being a chairman is a very lonely job - nobody writes to you - write and ask for help. If they haven't got a job to give you, the chances are they'll give advice."

"I'd like to produce educational material for schools. The cosmetics industry takes a lot out of society and puts precious little back." She has in mind resource packs which would slot into the health education syllabus - covering what is involved in making, marketing and promoting cosmetics, job opportunities in the industry, animal testing and animal based products. But though she tried to set up a teacher panel to sort it out, only the Inner London Education Authority showed any interest.

She still looks back on teaching with pleasure. Then the buzz came from working with disadvantaged kids. Now it's from knowing the company has created close on 1,000 jobs, from being patted on the back by Prince Charles and from having a champagne vine named after her.



Things to touch, rub on and sniff: the Body Shop is the ultimate hands-on experience.

The

Thousands of young people are turning to counselling services, Sara Parker reports

A nine-year-old telephones the Samaritans, depressed because his parents have split up. He does not see suicide as an irretrievable act but rather going to sleep until the problems sort themselves out.

The 24-hour confidential service is getting more and more calls from children, although most are not as young as nine. Last year one London branch saw a rise of 8 per cent. Nationally there were around 9,000 calls from under-16s - a group where suicides have doubled over the past decade to one a week.

High divorce rates, bleak job prospects and even the fear of the nuclear threat are all seen as extra pressures with which today's youngsters have to cope. Then there are the usual problems of growing up, such as boy-girl relationships as well as those to do with the family, sexual identity, exams and school work and the prospect of leaving home.

Faced with the problems of today's youth, advice centres and counselling agencies do what they can, often on a limited budget which relies on urban aid grants, money from councils or local health authorities, and charity.

The National Association of Young People's Counselling and Advisory Services produces a referral directory of some 80 organizations for the whole country, at least 20 of them in London. It also lists some 150 general youth work projects which provide counselling or advice.

NAYPCAS development officer, Alison McKay, believes that the number of advice and counselling centres is "lamentably small", particularly at a time when "the avenues which kids have, even just to be listened to, are increasingly limited."

She feels that families are less likely to listen when parents have their own problems to deal with and find those of their teenage daughter or son too difficult to handle. "Many of the issues are more complex and have wider ramifications than parents feel equipped to cope with - they may involve sexual activity or the drugs scene."

The Samaritans operate 180 branches nationally. In King's Lynn, for example, they have set up a service offering information about other agencies specializing in young people, as well as answering young callers themselves.

They want young people to see them as somewhere to go, even if they are not suicidal. They will, if asked, intervene where there are serious problems such as child abuse or drug taking. They also run a special drop-in centre at rock and pop festivals.

In the main though, the Samaritans still tend to hear from people at their most desperate. They do not pass moral judgements and steer clear of appearing as authority figures. Anyone who phones in is anonymous and able to put the receiver down whenever they feel like it.

Nick Ellorby, their youth officer, believes the service gives youngsters a chance to spill out their problems when they would normally shy away from help for fear of being identified, or having what they said kept on file or reported back to their parents or school.

"When they ring, they often have very low self-esteem and the fact that there is someone with whom they can build a relationship helps in itself. Once the relationship is built, it is possible to give information. Young people often find it very difficult to put into words what they feel."

There's no mistaking the need of a 16-year-old who is pregnant, and many youth counselling services run a free pregnancy testing service. But the value of organizations such as the London Youth Advisory Centre is that they see behind the practical problems to the real issues, and provide continuing counselling.

The centre saw more than 500 youngsters last year. It has three doctors and three psychotherapists. Even so, in November they had to start a waiting list for counselling sessions. In addition the drop-in service saw more than 600 youngsters last year, and the telephone line received more than 3,000 calls.

Peter Wilson, its director, says: "The problems which kids come with are quite severe. They are very seriously depressed. Many have lousy lives. Their families have broken up. Many have been in care or foster homes. They have a feeling of failure in relationships and some are taking drugs."

In Manchester, Signpost Youth Advice sees around 360 youngsters a month, from in and around what is probably Britain's largest housing estate, Wythenshawe. "They've no job and

listeners

there's friction within the family," says the co-ordinator, Pat Chapman. "They can't act as an adult, go down the local pub or set up a relationship, because they haven't got the money. They're bored and unhappy."

Signpost starts by giving practical help, advising how to sort out welfare payments or cope with homelessness, pregnancy and sometimes drugs.

Pat Chapman feels that schools should prepare youngsters better for the outside world. "Some don't even know where the careers office is or what to say when they walk in the door."

The centre, which has been going for seven years, now has funding to run a six-month course for youth workers. Other agencies, such as Under 21 in East London, are also keen to see teachers and youth workers better equipped to help young people.

Over the last year, they too have run courses for interested professionals, and as they are funded by Waltham Forest local education authority, have always had close links with schools and youth clubs.

"If we can help teachers to see the signs and put on another hat for at least a little while, so youngsters will talk to them, it will help share the load. At the moment many youngsters feel they just can't trust a teacher because what they say may get back home," says Under 21's project leader Michael Carroll.

In some cases, solvent abuse or glue-sniffing may emerge but youngsters generally do not see it as a problem. Specialist agencies, such as Lifeline in Manchester which offers help to drug-users, are reluctant to talk about major rehabilitation programmes when they believe youngsters are merely experimenting.

Worker Chris Roworth says: "We don't want to push young people into the 'I'm a junkie' image. But if someone rings up and says 'I'm 16 and have been glue-sniffing for a few years', we try to get them to come in - fortunately they are very few and far between." The difficulty all such agencies and counselling services face is that of keeping normal phases in growing up from assuming too much importance. The rule of thumb is to let the youngsters call the shots, a situation which is not always possible in less flexible relationships outside counselling sessions.

A volunteer at another agency, Off the Record in Swindon, says: "If someone of 14 comes in with fears of being gay or a lesbian, we talk it through. They may just be going through a phase." But the centre will continue counselling, helping the youngster, if necessary, to cope with their situation and explain it to their parents, as well as referring them ultimately to the appropriate support services.

Many agencies feel they are only scratching the surface. In a 1982 survey of a group of 14-year-olds who had just started at Park senior high school in Swindon, a team from Off the Record found that of the 244 pupils screened, more than half benefited from an interview with a counsellor, while half of those again needed follow-up. Some are still being counselled now.

They found that a number of pupils had anxieties about housing or difficulties which could in some cases be alleviated. Others worried about school work.

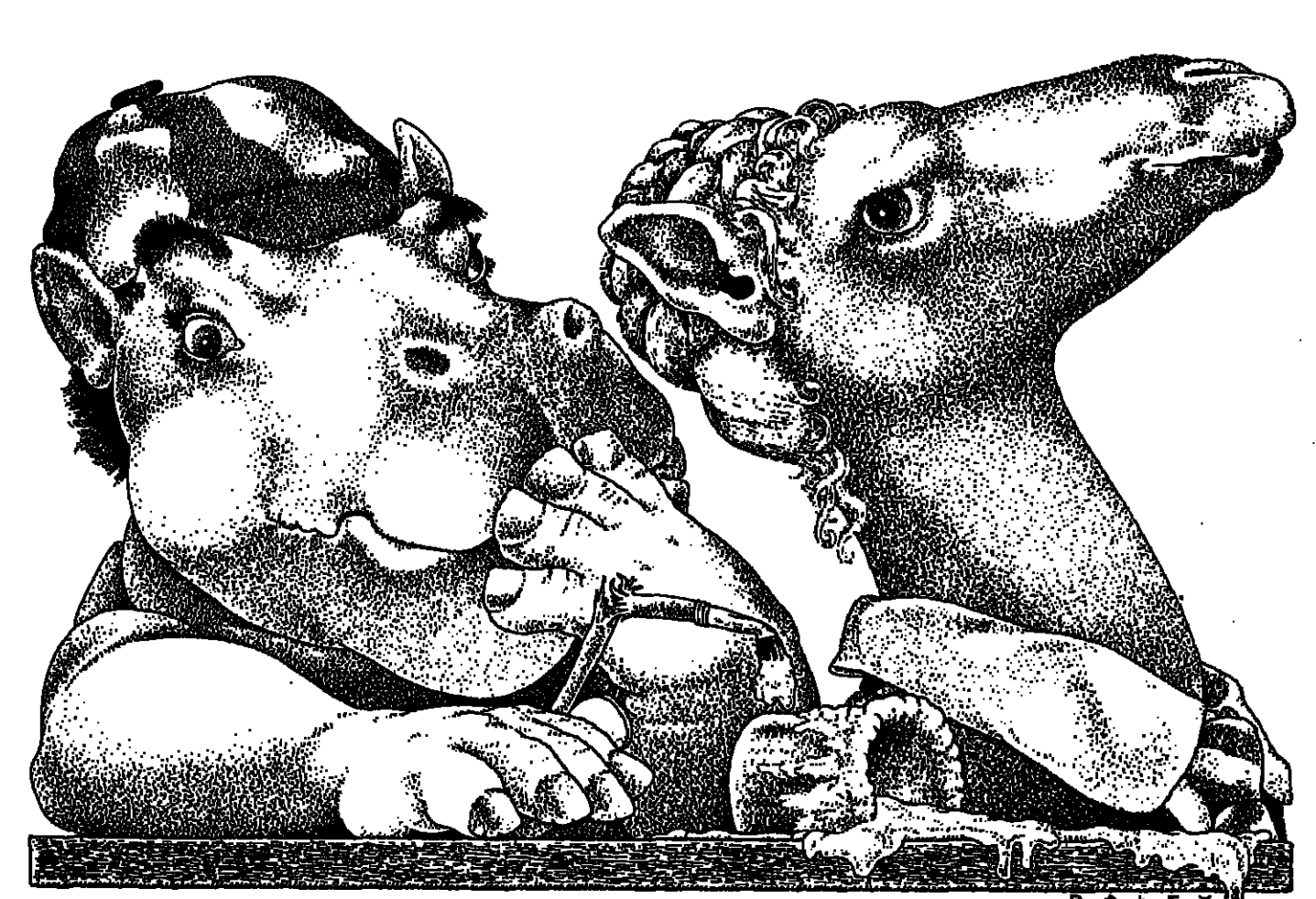
One youngster says: "If I have any problems, I can't tell my parents. I wish in this school I could go to someone for advice."

The school - now reorganized as Oakfield comprehensive, with an earlier intake at 11 - found the Off the Record screening useful and have set up their own screening, mainly through informal chats between pupil and teacher. In addition they have re-thought their approach to pastoral care, giving the promise of as much confidentiality as possible.

The difficulty with pastoral care is that it tends to be tied up with disciplinary procedures in many schools, says the head, Albert Hudspeth.

His feeling is echoed by one educational psychologist who says: "Too often counselling and pastoral care have come to be seen as an adjunct to school disciplinary procedures. Counsellors and pastoral care staff sometimes feel that children are sent to them who are problems rather than who have problems."

The National Association of Young People's Counselling and Advisory Services is at 17-23 Albion Street, Leicester LE1 6GD, telephone 0533-524775.



The dawn of class

Nikki Foster asks if primary schools could not do more to lower social barriers

Frankie is standing outside the office door. Third time this week. He's hopping from foot to foot dying to go the lavatory, terrified of leaving, of staying and having an accident, or of what might happen whatever he decides.

The rest of the class are bowed over their books, chastened by Frankie being sent out, for what was it? Giggling, copying, wandering over to the nature table? No one can actually remember what he did. He's always doing it.

Frankie looks pale and tired, talks a lot but with pronunciation difficulties. He's highly revered by the other five-year-olds for always having seen the late film or a "vid" which he can describe in graphic, distorted detail.

He reads aloud as if each word was painful to utter. His writing, if it were coloured in, would look like a tapestry of loops and triangles, patterns bearing little relationship to the English language.

He loves play-time - running, leaping, spoiling the game of football, tearing away with a snatched car only to be dragged to the ground by an infuriated seven-year-old. He misses many of the play-times, being kept in to finish his work.

Alexandra has long fair hair, worked into a complicated plait held motionless by three glittering slides and an alicia band. She sits next to Frankie, cups her arm round her work and affects little huffs of boredom when he speaks to her.

When the class were asked to think of a fruit, Alexandra suggested "avocado". She speaks impeccably, shoots her hand up to answer everything and is allowed to fill in the temperature chart because her number and written work is excellent.

Alexandra has two small disciples, almost as literate, nearly as pretty, equally as articulate and lively. Frankie has two friends who are constantly relieved to be not quite as naughty, quite as slow, quite as frequently punished as their hero.

These six share a table in Miss May's pleasant reception classroom, and all of them share the devastating consequences of an uncertain education.

If your job, rather like a well-trained collie, is to herd thirty woolly-minded individuals through a number of narrow openings, across some wide open spaces, round a few posts and under some barbed wire, you're going to concentrate on keeping the blighters together, in one steadily moving liquid pool, towards the destination.

If you did allow that, if you were a kind of progressive shepherd who felt that even creatures with small brains and short legs should be allowed some room for individuality, you would have to be flat out yourself. You would be zipping up the front to make sure the confident few weren't leading the rest over the precipice, and hurrying back to jolly along the slow-coaches, enticing them to progress, with tales of excitement and intrigue. And showing concern and interest in the bobbling crowd in between.

So Miss May, along with hundreds like her, keeps her gaze, her questions, her praise and encouragement firmly fixed on the middle mass. The fringe of ability must be ignored in the interests of the mainstream.

One could argue that this is a very useful lesson to learn; after all, education is equipping for "real life" and real life is usually unfair, unpleasant and unpredictable. But it also demonstrates, as clear as the play-time bell, that relationships, achievements, "life-chances", are founded on a rock-solid base of prejudice and discrimination, clogging primary education and thickening the arteries for the rest of life.

Alexandra is an attractive, out-spoken, inquisitive girl. She's already been laughed about in the staff room. "If she's a handful at five, what she's going to be like when she's fifteen?" "Precocious little twerp, asked me my Christian name! Isn't there anything she's bad at?"

There's something threatening about her being a girl; that the next two brightest kids are girls; that starved for three days and set in a ring of saw-dust; they'd peck each other's eyes out, watched no doubt, in wide-eyed fascination by the rest of the class and cheered and jeered by the bystanders. Their competitiveness is both encouraged and derided. The derision is because they're girls.

"Frankie is just frankly a BIO nuisance. I mean he needs so much one-to-one attention that it's ridiculous to have any expectations of him at all!" But can't he even expect sufficient one-to-one attention to recommend that he goes to a school that can do something for him?

At the moment all the attention he gets is one-to-one negative; telling off, staying in, extra work, horrid jobs - they're performed eyeball-to-eyeball with one other person, Miss May or the Headmaster.

Frankie watches Alexandra a lot. He's always friendly, seems to bear no malice, no grudges, externally cheerful in a wan, shell-shocked kind of way. He wants to be her friend, as he wants to be everybody's friend. He tells her about the "vid" he saw last night. She listens, picks up the

important details and darts away to tell the others, to eclipse Frankie's one possible moment of glory.

Something in her demeanour shows without doubt that Alexandra knows she is different to Frankie. It's not just that she thinks he's dim, that he's a "nitwit" because that's what Miss May calls him. He's a different species, sharing her language (only just), and her school table, but nothing else. Frankie can never disprove this notion by doing, saying, singing, creating, painting anything that would arrest Alexandra's attention - except by an escalation of punishment, perhaps.

Frankie doesn't know he's being ignored yet. At the moment, no attention is good news, leaving him to play, potter about, stare out of the window and enjoy himself. He doesn't want to be asked things or dragged up to the front to demonstrate something.

Alexandra is dying to demonstrate, answer, help, learn, shine and glow. She is frustrated that she is ignored, dealt with curtly, frequently verbally slapped down. Being a fundamental conformist, Alexandra does not place the blame for this state of affairs on Miss May, but lays it instead on the hapless Frankie. She needs to move to another table.

So class consciousness begins to cloud five-year-old innocence. Now Frankie, along with all his other troubles, can feel the draughts of isolationism, patronization and contempt for what he represents, blast icily around him.

Miss May, of course, is doing a hard and frequently thankless job, working many unpaid hours overtime, poorly rewarded and badly supported; perhaps she has neither the energy or the inclination to forge a less well-defined path away from exam hurdles and assessment tests, parental expectation and her own orthodox training.

However, primary school surely could be the ideal place to re-set the still-malleable moulds of bigotry and intolerance. Primary school teachers are forever having to over-ride a myriad of social, and specifically parental, obstacles even to teach the three "R's".

Activities which say something about hopes and anxieties, that teach a little about sharing and understanding, about loneliness and hatred and the dangers of irrational fear, encouraging differences rather than only recognizing conformity, surely have considerable survival value - for children, for the future, for the world. Maybe for teachers, too.

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BOOKS

Bananas

The Real Cost. By Richard North. Chatto & Windus £7.95, 0 7011 2729 5.

The real cost of a hamburger and coke, and a glass of milk and a sandwich too, is not what you pay in cash, but what the world pays in lost resources, and what underdeveloped countries pay in exploitation and poverty to keep rich ones in the manner to which they have become accustomed.

The Real Cost catalogues the process of attrition involved in the production of almost everything we like to eat or wear, and everything the consumer society takes for granted—packaging, transport, energy, and perhaps most basic of all, constant, abundant, cheap and drinkable water.

This is not just an economics book, a geography book, an ecology book or a prophesy of impending doom, it's a brutally cool and clear analysis of a reckless wasting of our substance, and a cogent argument for stopping before it's too late. Richard North doesn't accuse anyone of particular villainy, even the multi-nationals who are so often cast as scapegoats. The real guilt belongs to everyone who demands, in whatever form, processed gratification on the cheap—and that means everyone who can get it. But responsibility must also lie with the rich countries whose aid and subsidies deliver a client country into the hazards of cash-cropping, where over-production leads to falling prices and land exhaustion, but once having embraced a particular crop, you cannot afford to stop and get out of the peanut trap, or off the banana treadmill. Illegal crops are even worse; what does an area do that has invested its all in growing poppies or coca? It carries on growing them.

A great deal of research must have gone into this book if all the facts and figures are to be taken seriously. Fascinating facts and startling statistics seem to be Richard North's forte. He can stun with an isolated shot (1909 was the only year this century which didn't see a major war), or have you marvelling as he piles up information over thicker and faster, as he does on coffee, with quantities grown, consumed and wasted, numbers of workers and acres of exhausted land, and years of drought, frost and pestilence. Sometimes a statistic brings you up short. Could all the gold ever mined really fit into a cube whose sides are only 18 metres? But in general it amounts to an arresting style, with excellent cross-referencing and a fitting sense of urgency.

But the book isn't totally doctored. Richard North includes all the "partly good news" he can muster. Where rotting vegetation acidifies dam water, he introduces manure, those curious creatures sailors used to think were "marmosets" to eat it all up. Japanese researchers think tobacco may contain an anti-cancer ingredient. If you buy Tanzanian coffee or Fujian sugar, you can be fairly sure it isn't an inconsiderable proportion of the price will get back to the grower.

So there's hope, but no room for complacency. Getting to the younger generation, which Richard North's lucid, snappy style should do well, must surely help a little.

Jessica Saraga

Judaism. By Nicholas de Lange. Oxford University Press £9.95, 0 19 219198 5.

It is no mean feat to encompass all of Judaism in 150 pages. It is quite extraordinary to do it well, but Nicholas de Lange has achieved just that. In a book designed for the non-expert, educated, non-Jewish student, he deals with a variety of approaches to Judaism, and with different strands within it. There are chapters on the ethical tradition, the eschatological tradition, the legal tradition, and so on. The whole is woven together until the book presents an objective view of Judaism in all its aspects.

There are, of course, drawbacks to this. Such admirable objectivity leads to a lack of passion about any particular issues. Dr de Lange grinds no axes, either to irritate or satisfy his readers. Instead, he suggests where the controversial questions lie and deliberately fails to respond to them. A typical example is the manner in which he deals with the place of women in



St Paul preaching in Athens: an engraving after Raphael

According to Paul

The Mythmaker: Paul and the Invention of Christianity. By Hyman Maccoby. Widenfeld and Nicolson £10.95, 0 297 78803 1.

"Woe unto you, scribes and Pharisees, hypocrites," said Jesus, according to St Matthew's Gospel, "for you are like whitewashed tombs, which outwardly appear beautiful but within they are full of dead men's bones." For some years such remarks have troubled biblical scholars, Christians among them. The more we learn of the Pharisees—and we now know a great deal—the more they appear (as Hyman Maccoby puts it in this forceful book) not as apocalypticists but as "one of the most creative groups in history".

So why did Jesus make such severe and sweeping judgements on them? The short answer of many scholars, including Maccoby, is that he didn't: the Gospel-writers (or their sources) put the words into his mouth. Comparing the earliest Gospel (Mark) with later ones reveals, in spite of the way the stories had been edited before they reached the page, that far from confronting the Pharisees, Jesus had remained on perfectly amicable terms with them. Again, whereas the Gospels depict Jesus quarrelling with the Pharisees because he healed on the Sabbath day, the truth is that the Pharisees themselves used the very same arguments as he did in defence of such healings.

Maccoby goes on to argue that none of the reforms of contemporary Judaism

advocated by Jesus proves to be in breach of Pharisaic ideas. He points out that even Jesus's quaint expressions (such as "a camel going through the eye of a needle") are Pharisaic locutions found in the Talmud. He draws attention to a statement in Luke's Gospel which would be inexplicable had Jesus and the Pharisees been utterly at loggerheads, namely: "At this time a number of the Pharisees came to him and said, 'You should leave this place and go on your way. Herod is out to kill you'." Such considerations lead him to the conclusion that far from being an antagonist of the Pharisees, Jesus was a Pharisee himself.

As a fellow of Leo Baeck College, London, Hyman Maccoby has made a special study of the relationship between Judaism and Christianity. If his conclusions will startle many lay students of the subject (for whom he is familiarly avowedly writing), they will be familiar to scholars. He argues (as did Albert Schweitzer in 1906) that Jesus hoped to perform a great miracle to break the power of Rome, and when this miracle did not occur his mission had failed. He suggests (as did P. C. Bauer in 1938) that the earliest Jewish Christians were the sect nicknamed Ebionites (from the Hebrew *evionim*, which means "poor men"). And he supports the view (put forward by Albert Schweitzer in 1945) that St Paul was the vigorous opponent of the Ebionites. But whereas Schweitzer held that the apostle had failed to overcome the teachings of these Jewish Christians, Maccoby maintains that

Paul successfully managed to "change the meaning of Jesus's life and death" so that it became the basis of a new religion in whose central myth the Jews were the villains, instead of the heroes of sacred history. Thus Paul invented Christianity.

In Paul's rewriting of the faith, Maccoby argues, Jesus was both a "god-king" and a human sacrifice—two claims Jesus would never have made for himself. More: Maccoby contends that in spite of his own claims, Paul was never a Pharisee, but rather an adventurer with an undisciplined background who misrepresented his own biography to increase his own effectiveness. This man, says Maccoby, "detached Jesus from his mission of liberation and turned him into an other-worldly figure whose mission had no relevance to politics or to the sufferings of his fellow Jews".

Maccoby's book is a fascinating blend of two important developments in the quest for the historical Jesus: the attempt to approach Jesus wholly through Jewish eyes, and the contention (derived from 19th century German protestant scholars) that Jesus and his earliest followers knew nothing of doctrines later perceived as central to Christianity such as the crucifixion as a way of salvation or the belief that Jesus was divine. These approaches to Christianity—well-known to scholars—are taking too long to seep through to intelligent laymen. The *Mythmaker*, however much it might provoke disagreement, will, I hope, help to hasten the process.

James Bentley

PAPER BACKS

Turbott Wolfe. By William Plomer. Introduced by Laurens van der Post (Oxford Paperbacks £3.50, 0 19 281890 2). William Plomer was 22 when this novel was published by Leonard and Virginia Woolf in 1925. At that time it occasioned great consternation among the white South Africans, who were presented with a central character who defied racial barriers and affirmed the positive strength and attraction of black and coloured peoples. This edition carries the introduction written by Laurens van der Post in 1963, in which he describes the reception of the book in Natal and recounts his subsequent friendship with its author.

Unheard Words. Edited by Minke Schipper (Allison & Busby £4.95, 0 85031 639 1). This informative book about women and literature in the Third World is divided into five regional sections, each of which contains a collection of proverbs reflecting the common attitude to women, a guest essay on women's writing in the area, and an interview with a particular writer. Minke Schipper interviews the South African novelist Miriam Tlali; Hilary Kilpatrick questions the bilingual Lebanese poet, Etel Adnan; and the Indian essayist, Nabaneel Sen, the Caribbean novelist, Astrid Roemer, and Christina Piri Rossi from Uruguay are interviewed respectively by Sanjukta Gupta, Ineke Phaf and Paiche Hughes.

The Poetry of Commitment in South Africa. By Jacques Alvarez-Perey (Heinemann £9.50, 0 435 91058 0). Originally published in French in 1976, and now available in an English translation by Clive Wake, this study of South African poetry from Sharpeville (1960) to Soweto (1976) has been overtaken by the tragedies of more recent events. Nevertheless, this introduction to the poets of all races in South Africa from Alan Paton to P. K. Kgaladi is much more than a literary and linguistic study. Poetry may not alter events, but it can help the outsider to be more intensely and specifically aware of the urgent need for change.

Shirley Toulson

George Eliot inspires distinguished criticism from Barbara Hardy in *Peter Owen* £7.95, 0 726 0661 6, 10 essays marked by elegant close readings which illuminate both the art of the novels and the nature of the imagination itself. In David Skelton's *Dante to the Victorians* (Penguin £2.95, 0 14 22599 4), a brief but stimulating monograph, George Eliot is also central to the history of the novel as a form growing ever more capable of complex psychological presentation. But her insistence on duty showed Nietzsche only that, to the English, morality had not yet become a problem. R. J. Hollingdale's *Nietzsche* (Ark £3.95, 0 7448 0129 3) is a biographical, though he finds room to expound succinctly Nietzsche's emergence from discipleship under Schopenhauer and Wagner to a deeper engagement with the traditions of Greece and Christianity. Though inclined to be over-generous in thinking of *Beyond Good and Evil* as a book carefully distinguishing Nietzsche's philosophy from the false monuments that were later built to it.

Tom Devaney

Who is a Jew?

Jewish life. The limited role of women in contemporary orthodox Judaism is not deplored. Instead, he says: "How long such an attitude can be perpetuated in an age of sexual equality remains to be seen." There follows a brief description of the work of the Jewish feminist movement. But we are left not knowing where Nicholas de Lange himself stands. This is not because he has no view; but because he wanted to present an impersonal, objective account of what Judaism is. There is much in it, nevertheless, which is intensely personal. The epilogue, aptly entitled "The crisis of contemporary Judaism", takes a hard look at the modern situation. The polarization in Israel between "religious" on the one hand and "secular" on the other clearly disturbs him; and he notes the resentment felt by the secularists at the number of conce-

ptions they have made to preserve the peace. He also comments briefly on the traditionalists blocking religious modernism in Israel. That is an issue increasingly at the forefront of Israeli politics, as time and again, the issue of "Who is a Jew?" is raised, and the traditionalists define it by orthodox rules. That has been resisted thus far, but it is anyone's guess as to how long that will remain the case in a volatile political situation where the religious parties wield influence totally out of proportion to their size.

The contrasting picture in America, the largest centre of Judaism, is one of tolerant pluralism. Nicholas de Lange clearly admires that pluralism, while poking fun at some of the debates raging in its midst. Where non-Orthodox Judaism (Reform and Conservative) is the dominant tendency, one expects a militant, strident orthodoxy.

To some extent, however, American orthodoxy is itself divided—there are modernist and traditionalist camps within it. Conservatism—traditional but non-orthodox—has influenced orthodoxy "not as many Conservative rabbis would wish, by strengthening its liberal tendency, but on the contrary by encouraging a reaction in the direction of rigidity." That leads Conservatives to say that no compromise with the orthodox is possible, and so the merry-go-round continues.

Divisions between camps in Judaism are notoriously difficult to explain to Jews let alone non-Jews. Dr de Lange conveys the flavour of those differences remarkably clearly, with just a touch of humour. On the whole, however, he stands back, portraying it all coolly, assessing change but making no predictions.

There is, however, one underlying

theme—his concern about the relationship between Judaism and other religions. This book is partly about that, for it meets a growing demand for information about Judaism from non-Jews. Judaism has become fashionable.

Christianity is examining its Jewish roots. European Christian theology, as distinct from British, focuses much of its attention on Christian responsibility for the Nazi destruction of the Jews between 1939 and 1945. There is a growing attempt of anti-Semitism. There is also real dialogue now taking place between Jews and Christians. If knowledge and understanding are the tools with which to stand against prejudice and intolerance, counter prejudice is easy. Yet, for many Jews, the mood is grimmer and less optimistic since 1945. Nicholas de Lange does not share that gloom. Instead, he points gently towards dialogue and understanding—and has made a significant contribution towards it with this book.

Julia Neubauer

Case Studies of Development. By Nan Gallagher and Don Sinclair. Longman £3.95, 0 582 21160 3. North-South Lifestyles series: Case studies from the South. Edited by Arnold Turner. Longman £3.50, 0 582 201500. Patterns of Development series: Resources, Trade and Transport in the Developing World. By Neil Punnett. Edward Arnold £2.75, 0 7131 73556. The Development Data Book. Pupils Book £1.65, 0 582 22450 0. Teaching Guide £3.25, 22451 9. Longman by arrangement with The World Bank.

World Studies 8-13: A Teacher's Handbook. By Simon Fisher and David Hicks. Oliver and Boyd £4.95, 0 05003845 1. The Developing World is an increasingly popular subject for secondary school geography courses and there is no shortage of books to meet the needs of teachers in this field. That the term "Developing World" is probably the most apt synonymous expression for "Third World", "Underdeveloped World" or "The South", is well illustrated by the startling development of the Chinese Responsibility System in recent years, regrettably missing from the sections on China in both of the Case Studies under review here.

Case Studies of Development is a detailed study of four themes—attempts to improve food production in Southern Africa, life in a village in Kerala in South India, a study of Mexico City and an account of China as it attempts to make "the four modernizations" by the year 2000. It is aimed at the middle/upper years of the secondary school, although even at this level some pupils may wonder what is meant by "Verbal tags for basic graph patterns" as the caption for a graph on page six.

Of these studies, the chapter on village life in India is probably the most valuable, since it creates a detailed and evocative picture of life in Kerala through the medium of interviews with 27 inhabitants—several teachers, an electrical engineer, goldsmith, caretaker, stallholder, labourer, various wives.

A substantial part of the book is illustrated in full colour. Although the

Globe-trotting

The Oxford Junior Atlas. Editorial adviser P. Wiegand. Oxford University Press £4.95 net, 0 19 8316569, £2.25, 8316550.

The difficulty teachers experience in attempting to bridge the gap between a child's observation of the real world and the printed (or filmed) representation of that reality is well documented in the writings of such educational thinkers as Bruner, Piaget and others. Probably the most striking curricular example of the problem occurs in teachers' efforts to encourage children to understand the location and characteristics of other countries and peoples. Consequently many publishers have found a ready market for primary school atlases. Unfortunately, few have achieved the subtle combination of clear information and material for the development of understanding of maps which is so essential for the age group.

In the space of 52 pages, this *Oxford Junior Atlas* manages to include almost all of the basic requirements. There is a series of 16 pages concerned with the British Isles. Europe, including the European Community, is dealt with separately, as are each of the continents of the world. Each section includes the standard political maps but also includes physical and socio-economic maps on the "topic" basis. These make clever use of photographs and drawings to illustrate clearly what is meant by such terms as "highland" or "arable farming".

On each map there is a clear "key" and the scale of the map is carefully explained on every page. Where suitable a "satellite" photograph relates the reality to the stylised map. An attempt is also made to compare the

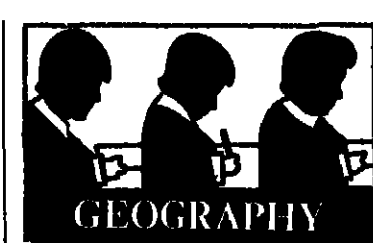


North meets South

photographic reproduction is not of the highest quality it garners interest more readily than do the illustrations in *Case Studies from the South*, aimed at the middle school/upper primary/lower secondary age/ability group.

Arnold Turner's case studies include Gao Yue, a production team worker in China, and Mrs Jangre, a village midwife in India. The treatment is clear and straightforward in the sample study tradition but the exercises, vocabulary and sophistication of approach sometimes suggest a higher target age group, perhaps closer in level to *Resources, Trade and Transport in the Developing World* (designed for pupils of 14 to 16). At first glance this book appears to be a routine factual survey, adequately illustrated in black-and-white and utilizing examples taken from a number of the developing countries.

But closer scrutiny reveals an unwelcome tendency to make sweeping allegations and generalizations, without giving any back-up facts to support them. For instance, we are told on



page 23 of "the influence that some multi-nationals have had on the internal affairs of some Developing Countries: elections have been rigged, policies have been changed and governments have even been overthrown". The appetite is whetted but no evidence is produced.

On foreign aid, the pupil is told that little of it "really goes to improve the lot of ordinary people in the Developing World. The poorest countries receive the least aid because they have few resources and little political importance". If true (as it probably is), why not support such an allegation with a table or graph showing GNP and

foreign aid per capita? *Data Book: Pupil's Book* can provide the former but not the latter. This slim 16-page atlas has five world maps in full colour depicting Life Expectancy, Adult Literacy Rate, Population Growth Rate, GNP Per Capita and Merchandise Exports By Value, together with a table listing 15 "Social and Economic Indicators" (repeating the statistics already mapped plus others, such as calorie intake, infant mortality rate and percentage of labour force in agriculture).

The maps would have been much clearer to read had the cartographers made use of the full width of the double-spread and had the colours used for the different distributions been chosen with due regard to the minority of pupils who are colour-blind.

The accompanying *Teaching Guide* (prepared in consultation with a group of American teachers) contains a range of useful and relevant exercises and assignments at about GCSE level,

which may be "freely copied within the teaching institution which has purchased it". The answers and information for the teacher are printed in a very faint blue and will not photocopy.

World Studies 8-13: A Teacher's Handbook also merits a place in the staffroom library, although not exclusively concerned with the problems of the developing world. This is a handbook "to learning across the curriculum which is concerned with the needs, values and issues relevant to living in a multicultural society and an interdependent world. It confronts ideas such as race, conflict and human rights which are often controversial and difficult to teach to young children".

The handbook contains resources and instructions for over 80 classroom activities, together with guidelines to help schools introduce world studies into the curriculum. The format is large and the presentation clear, lively and helpful. Quotations and panels of facts and ideas pepper the pages—some of them controversial and guaranteed to raise temperatures in the 1922 Committee!

Among the more valuable items are the checklists of objectives and concepts, the practical tips on discussion activities and the intriguing self-analysis checklist "Are you an enquiry teacher?". For example, "I encourage a rigorous questioning of the grounds upon which statements are made" scores four points if your answer is "very frequently" but only one point if the response is "rarely".

As a minor contribution to such rigorous questioning, the authors may like to reconsider their own ill-advised statement on page 98, that "Much of history is written as if it were a male affair". I say ill-advised, since they include "Emily Pankhurst" as one of their eight "obvious examples" of "women who have made an impact in their field". Presumably Emily Wilding Davison contributed the forename and Emmeline Pankhurst the surname.

Philip Sauvain

Above: Mr Mohammed Gannas, a Kiyawit geologist, beside one of the country's four desert pipelines. From *Case Studies from the South*, edited by Arnold Turner (Longman £3.50).

CHILDREN'S LITERATURE

The Cuckoo Sister. By Vivien Alcock. Methuen £6.95, 0 416 52210 6.

The Cuckoo Sister is a tense and well-plotted drama of family relationships, spoiled by a lazy and inaccurate representation of London working-class speech. Children's books seem to be the last refuge of a type of gormless phonetics long since driven from the adult novel; "oo" for "who", "wo" for "what", not on "h" in sight.

This is a complaint one could make of many recent children's novels, but in *The Cuckoo Sister* it is crucial, for differences of class attitudes, speech and dress are central to the plot. The book is narrated by 10-year-old Kate Seton (though not in a 10-year-old's words), and tells what happens when a punk teenager appears at the family door claiming to be Kate's sister Emma, stolen from her pram as a baby, before Kate was ever born. She

bears a note which reads, "you won't never forgive me I know I done a wicked thing it was me wot took your baby I went funny when baby died wich was why I done it I was afraid they put me in prison if I done wot I done". Emma proceeds to talk rather like this, while Mr Seton, for instance, is the sort of man who pronounces the apostrophe in "phone".

The simple detective question of whether the girl really is Emma is not the main point. Instead, Vivien Alcock uses this fraught situation to explore what it means to be a member of a family, and what happens when the balance of relationships in a family is upset. Kate is, not surprisingly, deeply

jealous of this cuckoo in the nest, but also fascinated by her. The mother is desperate to believe: the father is cautious and sceptical. "Emma" herself is bewildered and nervous, with a veneer of brash confidence.

All this is well done. Vivien Alcock is particularly alert to the physical correlates of internal stress: "Her face went the colour of bacon fat"; "she held the bear in her hands, turning it over and over in this, nervous fingers, but her eyes never left me".

The story ends with "Emma" accepted for herself into the Seton family. "Suppose I might as well be your Emma," she said. "After all, what's in a name?" But the book continues with a misjudged epilogue in which the detective mystery is cleared up, undercutting the force of what has been a genuinely moving reconciliation.

Neil Philip

Individual insights

Only the Best is Good Enough. The Woodfield Lectures on Children's Literature, 1978-1985. Edited by Margaret Fearn. Rosendale £9.00, 0 946138 07 9.

This slim, expensive volume contains eight lectures each giving a highly individual insight into different aspects of current children's literature. Its importance lies in the fact that behind each lecture, whatever its particular angle, there is a fervent belief in giving children the very best books. The result is a high level discussion about what makes good children's literature and how best to get it to children.

The starting points of the different lectures vary widely. Robert Westall speaks as a teacher and gives us fascinating insights into what books a particular class of his reads and what they say about them. Judy Taylor, with her many years experience as a pub-

lisher in this country, takes us lightly through why books should—and should not—be international currency. Aidan Chambers's use of a Kafka quotation as his title sets the tone for a finely wrought piece of criticism about the role of books for children, the nature of literature and its effect on its readers. David Davis, in a chatty, nostalgic talk, explains what *Children's Hour* did with and for books for 20 years after the war. He raises and discusses with interest how a book is interpreted by a listener as opposed to a reader and how that affects the way it is presented. It was bearing these factors in mind that the editors of *Children's Hour* had to think carefully before they could agree that *The Hobbit* was safe enough to broadcast, given that some children might be listening on their own. (Shades of a safer world, perhaps?)

Books in the community, the vital role of a librarian, teacher or parent as mediator between book and child, is

Elaine Moss's theme in a spirited attack on too much technology in the library service. The importance of fantasy in a child's life is coherently argued by Genevieve Patte and Eileen Colwell guides us through some of the books that really touch the heart.

Best of all is Shirley Hughes's contribution. Simply titled "Word and Image", she has no academic axe to grind, no theory to justify, but she talks eloquently of the very special job of an illustrator. She explains how she does her own work in practical terms and how particular titles came into being but mostly she thinks about what pictures do for children and why they are so important. A refreshing article in itself. It is particularly pleasing in this context and it reflects well on the organizers of the Woodfield Lectures that they invited an illustrator, all too often an undervalued contributor to children's books, to join their show.

Julia Eccleshare



Dream time

Fringe lives – improbably – on the South Bank.
Michael Church reports

"Scene: A furnished room west of Eighth Avenue in a mid-town Manhattan... Actually, a bed, a chair, and a glass of water on a table briefly set up before the evening's entertainment at the Cottesloe. Fringe theatre may not exactly thrive on the South Bank, but you'd have to look hard to find a more effective 45 minutes than the pair of Tennessee Williams two-handers now making all-too-intermittent appearances as a "platform" performance there.

Moony's Kid Don't Cry is an early Tennessee Williams playlet about marital imprisonment. Both parties want out, he back to work as a lumberjack and she to a beckoning sugar daddy; a bundle wrapped in a shawl keeps them together. Talk To Me Like the Rain and Let Me Listen is a later TW playlet about marital imprisonment. Where the former characters radiate coarse pugilism, the latter interact with fey fragility; all they have strength to do is dream, and their dreams lead nowhere. Neither piece has a "plot", but both push the mind back into the past and on into the future, a lifetime in a short hour.

Talking after their notably successful premiere last week, Claire Moore and Dikran Tulaine and their director Martin Head made it clear that the show had been for them a revelatory experience.

The idea was fed them last year at a time when, as members of the McKellen-Petherbridge company, it was thought that they might have time on their hands. The assistant director who

proposed the plays then left, but they'd got hooked, and summoned Head from outside the NT as director. He accepted for free (they get a small payment extra to their salaries); rehearsals went on over four weeks.

Tulaine brings to Moony's Kid some of the quality Brando brought to Kowalski in *Streetcar*. "Moony's Kid" lasts only twenty minutes, but to work on it is like rehearsing a two-hour play. Claire Moore, whose background is in opera and musical comedy, but whose recent performances in *The Crying Game* and *The Real Inspector Hound* have been justly acclaimed, regards this show as "more rewarding than anything I've done – largely, I think, because it's been our project".

That, for all three, is the crux. They may be, for the time being, part of Britain's largest and glossiest company, but they all see the real theatre's future as lying in small, ultra-cheap productions with which acting comes back into its own.

Practising what they preach, Head and Tulaine and a different lady (Claire Moore's other commitments prevent her) are taking the production to the IVC Club in Covent Garden as a lunchtime show, for three weeks starting on Tuesday. Two further Platform performances are scheduled at the Cottesloe for April 15 and 17. The NT's budgets may be overstretched, but it is bursting with understated talent. There's a moral here.

Above: Claire Moore and Dikran Tulaine in rehearsal

Double forte

Leicestershire Schools Chamber Orchestra, Conducted by Stuart Johnson.

Royal Academy of Music, March 11. Combined choirs of Roehampton Institute and Surrey University. Conducted by Desmond Sergeant and Sebastian Forbes.

St Martin-in-the-Fields, March 12.

Upholding excellence as ever, the Royal Academy played host to one of our outstanding young chamber orchestras. To describe the Leicestershire Schools Chamber Orchestra as a training ground for the county symphony orchestra implies that some concession has to be made to standards. Nothing tests an amateur orchestra like a familiar programme but, undaunted, the young players acquitted themselves precisely, if perhaps without vivacity in Rossini's Overture to *An Italian Girl*, in Albinoni and Mozart's *Ein kleine Nachtmusik*.

The string playing in the orchestra is of the highest quality. Leader Michael Weston and first violinist Robert Moulin were the relaxed soloists in the Bach Concerto in D minor for two violins. There was no wallowing in the slow movement; interpreting the composer's *Largo ma non tanto* literally, they chose to take it at a moderately brisk pace. The orchestra's robust style was at its most effective in Beethoven's "Eighth" Symphony, played rhythmically and with stylish confidence.

On the following evening the combined choirs of the Roehampton Institute and Surrey University made a fine sound in the Mozart Requiem. The fugal passages were well articulated and the tenors and basses held their own against what might have been overwhelming female opposition. An excellent line of operatic soloists (a pity the opening of Michael Pearce's magnificent bass "Tuba mirum" was marred by a shaky trombone) complemented the choir.

A double forte has disguised many a weak point in an amateur performance, but this choir is more than competent to vary the dynamics and still preserve the quality of sound. More contrast between the movements would have highlighted the drama of the work. In this rendering the "Lacrymose" sounded very little different from the Day of Judgement.

In A Symphony of Psalms, Stravinsky's unusual scoring for an orchestra without strings and a choir without soloists makes the symphony sound austere and pagan rather than religious in inspiration. The choir was undeniably more copy-bound in this than in the Mozart and the impression was rather more romantic than neo-classical.

The Brahms Tragic Overture opened a programme which proved that the music-making students enjoy in school does not have to end at the university gates.

Philip Davidson

Television

Excess time

Television, our window on the world, may also provide vital insights into our own society and its way of life. Most foreigners, for example, would be grateful for the information that the polo ground is "the usual place where everybody meets" (Sarah Ferguson's mother, Channel Four News, March 19). Examining the budget, I failed to realize that it had been "deliberately skewed against the rich" or that it contained "substantial further employment measures" (John MacGregor, MP, Question Time, BBC1, March 20) and, walking past the job centre, I might have overlooked the fact, mentioned by Norman Tebbit, that "the number of jobs in the economy has been expanding for the last two or three years" (A Week in Politics, Channel 4, March 21). Britons could also take pride on learning that Bankfield School in Widnes had not forgotten "wartime principles of muddling through" (its headmaster, *Panorama*, BBC1, March 17) or that the British film industry has achieved a state of such robust health that director Alan Parker can afford to savage it, with the glee of a Labour militant assessing his party's policies in the run-up to an election (A Turnip-Head's Guide to the British Cinema, ITV, March 12).

The elections in France gave us a chance to see how other people organize their affairs: the latest research into alternative voting systems, the French economic miracle (Horton, BBC2, March 10), emphasizing the role of such un-British concepts as planning and a meritocratic system of education. *Panorama*'s report from three Cheshire schools (March 17) explored the variety in our own system that foreigners find so charming, especially when competing with us. Well-resourced private schools coexist with two distinct levels of state schooling,

according to whether the PTA has enough money to supply essentials, or not. If not, as at Bankfield, the headmaster paints his own study and exam classes share textbooks. The British, on the whole, have never thought much of education, except to ensure that civil servants dealing with complex economic or scientific matters have the requisite qualification of a classics degree from Oxford (as Clive Ponting pointed out on *World in Action*, ITV, March 17). Otherwise, we seem to agree with education minister Chris Patten (*Panorama*) that it is "admirable" that rich parents should make a direct contribution towards educating their children, implying that it is equally admirable for the children of poorer parents to get what it pleases the state to give them. As he said: "public expenditure priorities reflect what people want and what people press for."

It is all part of the grand old British mistrust of learning, egg-heads and "intellectuals". Alan Parker's guide to British cinema was a choice example, including an interview in which Anthony Smith, director of the British Film Institute, was described as an "academic spiv" and shown mouthing inanely behind a cinema organ. Television "doesn't usually give that kind of excess... access", said David Gill, defending Parker and producing the Freudian slip of the week on *Right to Reply* (Channel 4, March 21).

Perhaps Parker's documentary was short on our sense of what the French call *le fair-play*; but generally the medium seems to hit about the right level for the likely product of an education system that allows Bankfield 12 pence per pupil per day.

Robin Buss



Beyond Eros

Alfred Gilbert: Sculptor of Eros. Royal Academy until June 29.

Eros is back in Piccadilly Circus, cleaned and restored to its pristine brilliance. To coincide with its return the Royal Academy has mounted the splendid retrospective of its sculptor, the flamboyant Alfred Gilbert. A superb modeller, fastidious craftsman and refined practitioner of *fin de siècle* polyphony, he achieved success in London and Paris with his sensuous nude studies of Perseus and Icarus that culminated in Eros and brought the Royal commission for the Tomb of the Duke of Clarence, not finished until 1928.

By then, Gilbert had recovered from his frenzy and exile and established himself as a master sculptor. But while the decidedly voluptuous art nouveau style centred made for Queen Victoria's Golden Jubilee gave way to the spare, more modern coils of the ill-fated necklace and pendant, the Clarence tomb, above the early neoclassical cobbling, his *Venus in a Swan Dress* and giving his *Samuel Johnson* and *Michael Cavendish* of *Marble* and *Traveller* statues.

Yet, behind this changing imagery

and contrasts in scale, there is a persistent unity, nicely paralleled in the exhibition design and arrangement. The enormous tomb can be seen as a gigantic casket and the tiny, de Veece seal as a miniature monument. Both reveal Gilbert's exquisite, rather mannered, sensory appeal and his dazzling execution; qualities opposed to the puritanical amateurism of so much British art, and to be missed.

Michael Clarke

Above: Alfred Gilbert in his studio in Fulham Road, and "Icarus", 1884.

Entries are invited for the Royal Court 1986 Young Writers' Festival to be held during October and November. There are no restrictions as to subject matter or length, but writers must be 30 or under and the closing date for entries is May 16. Hanif Kureishi, author of *My Beautiful Laundrette*, will conduct workshops during the festival.

Further details from Royal Court Young People's Theatre, 309 Portobello Road, London W10 (01-960 3641).

Villainy

Jonathan Wild. An 18th century musical by Robin Sissons and Simon Brown. Bradford Grammar School, March 13-15.

The three token girls from the staid form would have liked larger parts. Only one, Philippa McKnight, had the opportunity, as Nancy Heartfree, to display a pleasant solo voice and a sincere commitment to her role. Nancy is wife to Thomas, the glib victim in Fielding's other novel, *Jonathan Wild*, dramatized and set to 18th-century style music by Robin Sisson and Simon Brown at Bradford Grammar School where they teach.

Both writer and composer patiently know their subject well. Their translation of the story into dramatic terms is less assured. The self-imposed necessity of involving a large cast of 11 in 17-year-olds and a handful of adults added to a difficult challenge.

At the second of three performances, the rising cadences of the first chorus promised at least a vigorous pastiche. The choir-like grouping, complete with bear mugs, was just acceptable. Frequently repeated, it became monotonous and often inappropriate, spoiling Act Three, Scene One "Aboard in a Tempestuous Sea" disastrously. Rigging ropes and wave movement were an inspiration but, as elsewhere, whenever acting and singing were in competition the music won hands down, particularly when purely instrumental.

Director Christopher Limb had only six weeks to work on diction, movement, atmosphere, timing and attack. The diction was woefully inadequate, rendering the already complicated plot unintelligible; unwieldy shallow characterization, non-existent.

Jonathan Crossley as Jonathan Wild demonstrated that playing the villain is not always the easy option. Janet Crooke, sentimental Heartfree for outshone him, with his natural alto voice, although he and Miss McKnight have none of the expertise of Dr Sisson. His skilful rendering of the Priest, visiting Heartfree, duped and silenced in Newgate Prison, confirmed that ambitions lay beyond the School Hall, where hilarity over the tentative buffoonery of school-master actors and too generous praise can make a genuine literary and musical effort seem merely parochial.

The idiom of the declamatory six-piece, with little in common with the modern musical, demands an exceptional technicality, understandingly sent into. Going "over the top" dramatically may not be Bradford Grammar School's forte, but to involve and genuinely captivate an audience in specialized material, it could pay dividends. Enjoyment should be evident on both sides of the curtain.

Stella Flint

Drama week

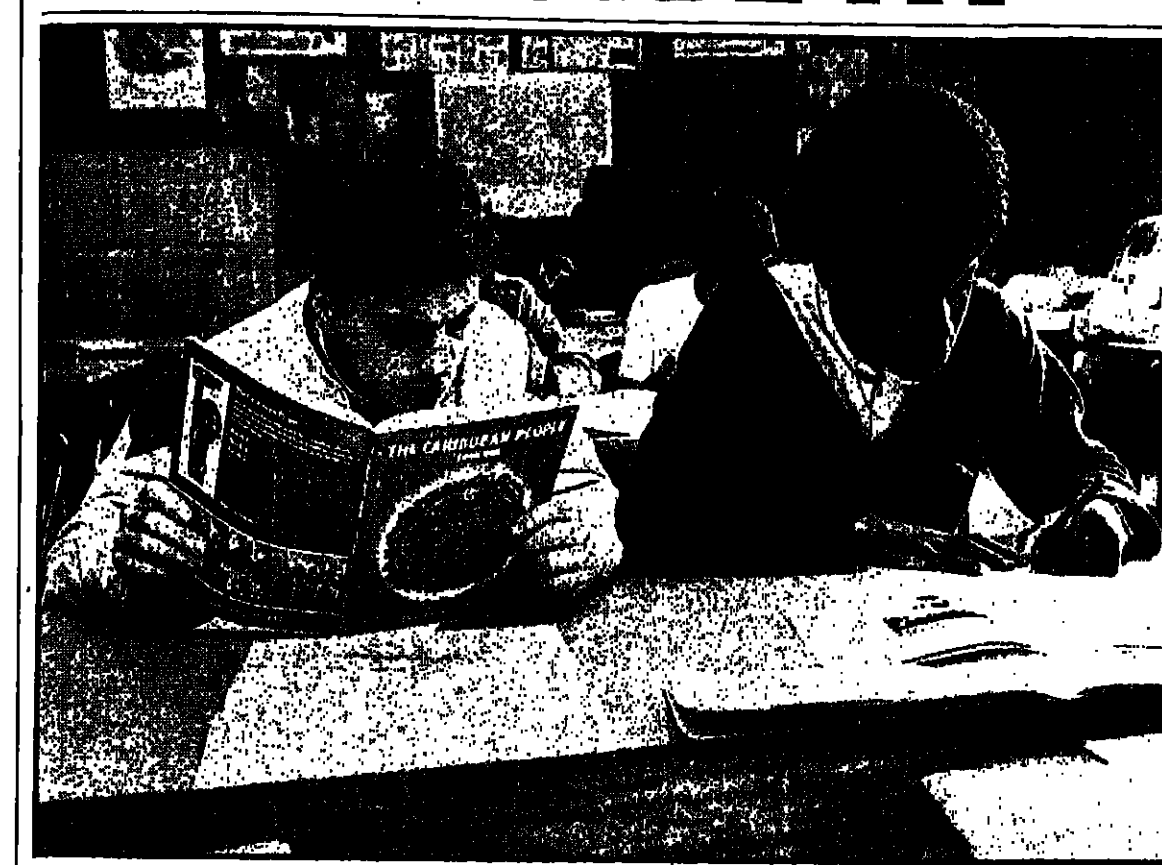
Two schools have reached the final of the National Student Drama Festival this year: Roade Comprehensive School, Northampton, with *My Friend Julie*, a new short opera for two; and Sidney Stringer Comprehensive, Coventry, with *The Piper's Song*. The latter will be the biggest and most ethnically mixed production of the festival's 31 years, boasting a company of 39, including a six-piece rock band.

There will be 20 productions in Swansea during the week April 3 to 10, as well as numerous workshops, discussions and lectures by professionals such as Peter Rees, who is also one of the judges this year. The other judges are Robert Hewison, *Standards* theatre critic, and Glen Wardford, artistic director of the Liverpool Everyman.

The twenty-first anniversary of the founding of theatre-in-education will be marked by a special performance and a talk by Roy Nevitt, director of the Living Archive Project.

Further arts reviews on page 33

EXTRA GEOGRAPHY



Where angels fear to tread

Geoff Dinkle on exploring attitudes and values

"Please, sir, may I express my opinion and say what I think about this situation we are studying?"

"Put your hand down and be quiet", responds the geography teacher, wondering why he/she gets all the troublemakers in lessons! The teacher in this anecdote may well regard the affective domain as *terra incognita*, but could hardly fail to be unaware of the recurrence in recent curriculum documents of reference to attitudes and values. References in GCSE literature are complemented by firm assertions in *The curriculum* from 5 to 16 (Curriculum Matters 2, DES). Indeed, one of the nine areas of learning and experience listed in the latter is the Moral Area. Is this yet another bandwagon? Another chapter in the history of teaching geography, the subject that cannot stand still?

Let us first sort out the meanings of attitudes, beliefs and values without getting unnecessarily bogged down in semantics. A value is an enduring belief about the desirability of a specific mode of conduct or end state of existence, forming the basis of one's conception of what is desirable or preferred. We all have a few values. Beliefs are based upon values; some are evaluative and are revealed when judgements are made about an idea, situation or action. Other beliefs are prescriptive and overlap with attitudes when opinions are stated about a specific case. We all have a number of beliefs. Lastly, attitudes are packages of beliefs which influence one's reaction to a situation and can arouse and direct a range of activities. We all have many attitudes. It may help to see attitudes as expressions of our beliefs, themselves derived from our smaller number of values.

We are not born with a set of values and attitudes. They are acquired socially from the home, friends, advertising and the media. Some can be moulded at school, but the greatest influences lie beyond the classroom. Can we afford to ignore this element of

learning and allow youngsters' attitudes to remain unexplored and unclarified? When a six-year-old refuses to enter a classroom because there are Pakistani children present, what is the teacher's reaction?

Those opposed to values education insist that schools should confine themselves to the cognitive domain (at its highest level, of course); since values are so intensely personal, to examine them is tantamount to indoctrination. Other teachers feel no unease at the prospect of helping students to examine the values, beliefs and attitudes they hold, to revise them if necessary, to cultivate tentativeness and to develop a coherent personal identity.

But the reasons for making the affective domain a vital component of the curriculum are more compelling when one considers the information field of geography. When studying other parts of the world (called "studying place" these days) youngsters discover value systems very different from their own. Real knowledge and, more importantly, understanding of other people and places must involve recognition of the values and beliefs of other cultures. Then the attitudes of foreigners can be better understood. It is surely imperative that the peoples of the world get to know each other better in order to understand and appreciate each other better.

At the heart of geography is the study of the inter-relationships between people and their various environments (back to place again!). Decisions made by individuals and/or organizations reflect the values and attitudes held by the decision-makers and thus values enquiry must be an integral part of studying issues and conflicts involving people and their environment. One of the many virtues of experiential approaches in environmental education is the realization that feelings about places are as important as objective descriptions of them.

continued

In urbe et ruri

The Geographical Association Annual Conference
Royal Geographical Society, April 1
King's College, London, April 2 & 3

There can be few, if any, events that have as much to offer for as little as the Geographical Association annual conference. For nothing more than the cost of transport to King's College, a visitor can inspect hundreds of new books, gaze at exhibitions on topics as diverse as Holland and the mineral industry, attend lectures on national parks in Britain and the underdevelopment of African agriculture, take part in workshops on environmental education and GCSE, learn how to cope with field trip safety, and more besides. And if it all gets too much, there's trips to docklands and the Hammersmith Urban Studies Centre.

This year the conference has two separate focuses: whilst the lectures concentrate on urban and rural problems in national and international settings, the large number of workshops and symposia are concerned with the many teaching dilemmas faced in the classroom and outside in the field. Proceedings start at the Royal Geographical Society on Tuesday 1st April with the popular World-

wise Quiz finals. Following this, Professor Michael Wise presents the Tripartite lecture on the centenary of the Scott-Kellett report which laid the basis for the development of geography as a university discipline in this country. A similar concern with the educational status of geography is evident in Patrick Bailey's Presidential address on the following day at King's.

On Wednesday 2nd April the conference shifts to King's College and starts with the highly topical issue of geography's image in the media. This is followed by Martin Frost on the urban consequences of employment decentralization. The afternoon session is devoted to rural issues, including an analysis of the use of national parks by Ian Mercer from the Dartmoor National Park Authority, a discussion of the conflicts generated by afforestation by Marion Shoard, author of *Theft of the Countryside*, and the role of green belts in planning practice by Richard Munton.

continued

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Where angels fear to tread *continued*

The Schools Council 16-19 Geography Project produced a useful guide-line (*in situ* stricto) called the Route for Enquiry. It was aimed to help the structuring of teaching material, to develop study methods and to consider values. As well as being given the opportunities to develop/reinforce a range of skills, students are encouraged to recognize and clarify the values which they and others hold about the issue being studied.

Affective capacities are also highlighted in documents produced by the Geography for the Young School Leaver Project (now called Avery Hill) for the 16-plus examination. Apropos values, the syllabus aims to encourage and enable pupils to:

- 1 appreciate the significance of people's attitudes and values in their perception of the world and their actions in it.
- 2 explore attitudes and values in relation to:
 - (a) conservation of and change in the physical and human environments;
 - (b) decisions made about the management of human and physical environments;
 - (c) spatial and social inequalities;
 - (d) contrasting opportunities and constraints which face people living in different places, under differing physical and human conditions.
- 3 make a significant contribution to the erosion of values and attitudes conducive to the perpetuation of inequalities, including those determined

by class structure, racism and sexism. Strong stuff, I hear you say? It could be regarded as a comprehensive statement of the scope and need for feelings and conviction in the geography classroom, for developing a sense of responsibility for the environment and for making the surface of the affective domain to that meaningful area of interaction between social and environmental conditions.

At this stage, some teachers may be reacting to the implicit suggestion of action as part of teaching for the environment. If after some superb interactive teaching the pupils are motivated to stage a passive demonstration in the local high street against whaling, does the teacher both support and attend the proposed activity? What if an active demonstration is planned? How will the teacher's employer react? Should it matter if the town's principal employer produces goods made from whale products? If one accepts the teacher's duty is to help youngsters to recognize value positions and to relate these to the ideologies with which they are associated, does the matter stop at a suitable assessment, testing the pupil's ability to carry out the above? Please accept the above questions as an agenda for your next departmental meeting!

It has been said that the quest for natural geography is an unattainable illusion, but an open and reasonably balanced one is not beyond the bounds of possibility. The following example is offered as a caveat, especially to teachers who feel it safer to confine their efforts to the cognitive domain. Andrew Reed's exercise from his book *The Developing World* (published by

Bell and Hyman, page 93) is an excellent and straightforward example for considering alternative viewpoints. Imagine the teacher taking a lesson in which the role of colonialism is examined. Pupils copy the list of initiatives carried out by the colonial power in many developing countries. Safely entered in exercise books, the information remains for further elaboration and/or subsequent revision. Alternatively, the teacher could follow the author's advice. Ask the class to imagine they have strong anti-colonial feelings and do not believe the colonial legacy to have been beneficial. Take each of the five items of information and explain why it could be seen as a disadvantage for a country. Let them work in pairs and educate each other, and eventually come to their own reasoned conclusions. The teacher who accepts the list as given is, either consciously or unconsciously, supporting the colonial ethic. In the final analysis, perhaps all education is a form of indoctrination.

When considering values and attitudes, two important strands emerge—those concerned with how society and the environment should be organized and those related to personal needs and self-fulfilment. An emphasis on self-knowledge is hardly new in educational theory and many statements of intent include clear references to human dignity and the realization of one's own worth. The anecdote at the beginning of this article was a reminder of the obvious relationship between exploring attitudes and values in the classroom and teaching methodology. Those entering the affective domain should be in agreement with their

pupils that education is a constructive and purposeful joint activity for which certain behavioural and social skills are necessary. A second example of classroom experiences comes from a study unit on Commuting. Two isopleth maps had been drawn showing cost and time for travelling to London from southern and eastern England. After the two patterns had been discussed, pupils were put in the shoes of a family man moving to south-east England to work in London. This house-hunting computer considered a given list of 12 factors which might be expected to influence his choice of where to live. Possible additions to the list were welcomed and discussed. The youngsters were then invited to rank the factors according to their perceived importance, and with empathy.

The rank orders (no ties allowed) from every member of the class were tabulated by every student; this record needed 20 minutes of concentrated listening to one's contemporaries. Simple addition (often the most painful part of the whole exercise) produced the class order. Pupils then compared their own rank order with their teaching group's order and by applying the Spearman Rank Correlation test, the youngster with the highest positive result was proclaimed Mr Average!

However, it is even more interesting to follow up this example of class collaboration with an analysis of the individual decisions. Students were asked to justify why they ranked certain factors contrary to the group order. The raw data was processed

with some elementary analysis and the range of rankings for each factor was illustrated by drawing a set of histograms. Individuals shaded a block on their histograms to identify themselves. As well as encouraging articulation, it takes courage to explain one's feelings behind a ranking to the rest of the class, especially when the factor is related to one's parents, relations and friends. Such learning experiences are not difficult to arrange and go some way to redressing the balance between knowledge and values.

Many would argue that the educational imbalance between values and knowledge is costing us our landscape and that skills, concepts and knowledge are not enough in times of resource depletion, environmental crisis and potential global conflict. The need for a more pervasive humanism is stressed by Skolimowsky who related the seemingly lost and alienated state of many of today's young people to an education devoid of values. Skolimowsky insists that values education would give youngsters a compass with which to make sense of the world around them.

Surely geography teaching can rise to the occasion, continue to make its presence felt in the curriculum, put away the brochures for excursions into the affective domain and take up permanent residence there. Somebody said geography teaches the parts other subjects cannot reach: I agree, but, more to the point, what good does it do when it gets there?

Geoff Dinkels is county adviser for humanities, Hampshire L.A.

In urbe et ruri *continued*

Lectures on Thursday 3rd April focus in the morning on urban problems in Britain and in the afternoon on urban and rural issues in an international context. Planning and the inner city is discussed by David Hall, director of the Town and Country Planning Association, while David Herbert tackles the contentious issues of crime and social deviance in cities. The Macmillan Education lecture promises to be both stimulating and controversial and is given by David Blanketh, leader of Sheffield City Council, on "Can the industrial city survive technology?". At this crucial time for both local government and the urban economy, few keynote lectures have promised to be so topical as this. The afternoon session sees Lloyd Timberlake, author of *Africa in Crisis*, discussing his work and offers a chance to see and discuss with Caroline Moser her acclaimed documentary "People of the Barro", about slum dwellers in Guyana, Ecuador.

On Wednesday, Geoff Dinkels, county adviser to Hampshire, leads a workshop which examines attitudes, beliefs and values in geographical education. To celebrate Industry Year, the successful Geography, Schools and Industry project team present their findings and invite groups to participate in some specially arranged exercises. Geography at 5 to 16 and 16 to 19 comprise two afternoon sessions, the latter concentrating on urban issues. These are followed by a chance to explore the problems of profiling and to experience good safety practice in field work situations.

On Thursday 3rd April the morning workshops offer a discussion of the state of play in TVBI led by Roger Carter, and a chance to try some environmental and planning games and simulations. The afternoon activities include an opportunity to view the results from the BBC Domesday Survey and a plenary session on Streetwork's activities in the Hammersmith Urban Studies Centre. Also in the afternoon in the GCSE workshop, led by Tai Wilson from the Secondary Examinations Council and Patrick Bailey, which promises to be a major item in the conference agenda.

Nearly 70 publishers, audio-visual firms and field work centres will be exhibiting in the largest collection of teaching resources for geography in the country, if not the world. Excursions, displays and a special map auction add to the menu of events. A chance to compare notes with fellow geographers, be it over coffee or at the Presidential reception, is also part of the conference. Rarely in the field of geographical endeavour has so much been given to so many for so little.

David J. Green, Honorary Conference Secretary, Department of Geography, Coventry College, Bristol, London WC8R 9AB.

Caring about the countryside

John Blunden introduces an OU study course

A recent opinion poll asked a cross section of the public what it considered to be the most urgent problem facing Britain today. A substantial majority thought the state of the economy to be of greatest significance but running a close second was the problem of the destruction of our traditional countryside. There is no doubt that there is widespread public concern about this; indeed, those with a particular interest in the protection of the landscape have been particularly outspoken.

Nine years ago Lord Henley, the chairman of the Council for the Protection of Rural England, detailed the dangers of losing an area the size of Berkshire every five years to a wide range of urban-dominated developments—everything from motorways, factories and houses, to out-of-town shopping centres and new towns.

More recently the emphasis has shifted to other forms of change. Concern has been voiced about the extent to which many of our villages have become urban dormitories whilst others have been increasingly given over to holiday retirement homes. But greatest alarm has been expressed about the destructive potential of modern farming, with some polemicists arguing that the landscape of England is "under sentence of death". The executioner is not the industrialist or the property speculator; instead it is the farmer alone and abetted by new forms of technology, production subsidies and a whole range of fertilisers and pesticides. Even the Nature Conservancy Council recently presented an alarming account of "the disappearance of the traditional British landscape at the hands of modern farming".

Of course agricultural interests vehemently deny such accusations and instead paint a picture of the farmer as the traditional custodian of the rural scene. So where does the truth lie? Are we in danger of over-reacting to the special pleading of a vociferous minority attempting to sway the public to support the conservationist cause? It is just these questions that "The Changing Countryside" course, prepared by the Open University in association with the Countryside Commission, sets out to answer in a way which is both informative and entertaining, yet most importantly, avoids the language of confrontation.

The elements of this offering are three-fold: First, there is a main text

"The Changing Countryside", edited by John Blunden and Nigel Curry and published by Croom Helm. This lavishly illustrated text defines the main areas of rural change, describes the interest groups who gain from such changes, and the extent to which change is the inevitable result of irreversible social and economic trends. It assesses the possibility of positively shaping the future of the countryside, suggests ways in which it might be done, and considers the role of the individual in such a decision-making process. Such a book, if it is to maintain a strong narrative flavour, could not hope to give full coverage to the legislation about the countryside, the wide range of organizations involved with it and the critical documents which naturally act as vehicles of change in the countryside. Instead, a discussion and assessment of each of these is contained in *The Countryside Handbook* edited by Alan Rogers, John Blunden and Nigel Curry and published by Croom Helm.

Accompanying these texts is "The Changing Countryside" television series of nine programmes. Although embracing the same major themes as the main book, these are examined by looking at different rural landscapes, each selected for the significant way in which it illustrates a major aspect of change. The series, shown on BBC 2 starting in March and September of each year, will be transmitted until spring 1988.

Finally, for those who want to pursue their concern for rural change to a much greater depth, there is a hundred hour guided study course. Spread over 20 weeks, it not only involves study of the main texts and television programmes, but includes personal tuition, a day school and field experience. Studies culminate in project work which is assessed according to the normal standards of the Open University. This particular experience for which you can now enrol is particularly suitable to meet the needs of teachers who, because of their role in the field of environmental studies or as geography teachers, desire to come to grips at the highest level with the complex interaction of social and economic forces that shape the countryside.

More than this, collaboration in the realization of "The Changing Countryside" study course between the Open

Dartmoor National Park, Devon

University on the one hand and the Field Studies Council and the Council for Environmental Education on the other, will enable those enrolled teachers to develop a better understanding of the role of the field experience and project work in environmental education and to comprehend the full range of source materials concerned with the countryside that are available.

However, the general usefulness to the teacher of the course books and television programmes as source materials in their own right should not be overlooked. All four themes considered in the main text, *Expanding Agricultural Productivity, Controlling Settlements, Conserving the Wild, and Sustaining Rural Communities*, contain a rich mix of illustrations, historical narrative, interpretive analysis and grass roots comment from those involved on a daily working basis with each theme. Each television programme, whether it deals with the landscapes of upland and lowland farming, rural industry, recreation and tourism or with contemporary village life, the conservation of the coasts and the wetlands, provides a valuable visual resource for the classroom and an opportunity to develop from the programmes ideas that can be related to a local context.

Teachers who would like to purchase both course books can obtain these from their local booksellers or by sending a cheque for £18.50 to Learning Materials Service Office, The Centre for Continuing Education, The Open University, P.O. Box 188, Milton Keynes MK7 6DH. Information on enrolment, which costs an additional £26.50, can also be obtained from the same address. Finally, if you have particular queries about the relevance of the course to your own needs, you should telephone or write to Dr John Blunden, Faculty of Social Sciences, The Open University, Walton Hall, Milton Keynes, MK7 6AA, tel. (0908) 653160.

Watchdogs

On 25th September, 1985, the Countryside Commission officially launched its Watch over the National Parks Campaign at a presentation in London attended by more than one hundred people representing Parliament, voluntary organizations, industry, commerce and other groups.

William Waldegrave, Minister of State for the Environment, Countryside and Local Government was amongst the guest speakers. Regional launches will be held at a number of centres in England and Wales during April 1986. A colourful newspaper has been issued in connection with the two-year campaign which will appear at regular intervals, entitled *National Parks Today*.

Sir Derek Barber, chairman of the Countryside Commission, says "We want as many people as possible to recognize the value of the National Parks to the nation, and to understand that they are vulnerable to modern pressures. We are calling for policies from local and national government, from those with commercial interests and from voluntary bodies to help keep the parks as thriving areas of unspoilt countryside, where landscape protection and recreation are meshed with the interests of the people who live and work there".

The official aims echo these sentiments: to increase public awareness of National Parks, especially what they have to offer, their ideals and principles; to establish a secure future through positive support from central and local government and to create an understanding of how parks are run, the role and duties of National Park authorities and the Countryside Commission.

Teachers will find the newspaper full of attractive and useful information relevant to the geography and environmental syllabus. The latest issue contains articles on Exmoor and Tourism; Quarrying in the Peak; Minerals—a cause for concern. There are portraits of National Parks and books recently published on the topic. There are details of the Council for National Parks, National Park Authorities and the role of the Countryside Commission.

Teachers who would like to purchase both course books can obtain these from their local booksellers or by sending a cheque for £18.50 to Learning Materials Service Office, The Centre for Continuing Education, The Open University, P.O. Box 188, Milton Keynes MK7 6DH. Information on enrolment, which costs an additional £26.50, can also be obtained from the same address. Finally, if you have particular queries about the relevance of the course to your own needs, you should telephone or write to Dr John Blunden, Faculty of Social Sciences, The Open University, Walton Hall, Milton Keynes, MK7 6AA, tel. (0908) 653160.

Bryan Waites

First day cover

Simon Catling on geography in a primary school project



Collecting mail on the remote island of Barra in the Outer Hebrides

the others, the children surmised.

They were surprised to receive a reply from Australia in a week, the same time it took to get one from Tobemory on the Isle of Mull. How was this possible? The timing of flights to Australia was examined, as indeed were questions asked about the time it took first class letters to reach their destinations! Potential routes and metric distances were compared.

A further development occurred a week later. The friend in Brisbane, Queensland, could not have been more helpful. A letter arrived from his local postman detailing information about deliveries. That sparked a comparative study, and led to the exchange of maps showing postboxes and routes,

and of information about distance and time taken. By the end of the term one child was pursuing the same enquiry with friends in Athens, and another with relatives in Jamaica. Of course, the stamps and the franking on the letters aroused the children's interests. Stamp collections appeared and the variety of countries represented in collections, on envelopes brought in and in packets of stamps bought locally was examined. Where were they? Atlases and globes helped in finding locations. In identifying continents, in noting possible air routes, and in estimating the likely time to get a letter delivered and a reply returned. How long does it take a letter to get to Ulan Bator or to

Brasilia? This was never ascertained, but perhaps it could have been by writing to British representatives in those and other countries.

What has been described was only part of a project on the postal services. Other aspects covered included the development of the system, a day in the life of a postmistress, the manufacture of postboxes, consideration of the best position (for whom and why) of letter boxes and front doors, and of the future of letters with the development of telex and computer mail networks.

Projects on the post office and postal services occur from time to time in most primary, first and middle schools. It is a well resourced topic, from the material the post office itself supplies, to posters and books on every aspect from the postman's day to street furniture, to computer programs; and, naturally, there is the evidence in the locality and the home, and the children's experience. It is a theme which offers many possibilities not only historical (and many post office projects are sadly only that) but also geographical. Indeed, it is only the geographical dimension that has been outlined above, and the possible lines of enquiry have not been exhausted.

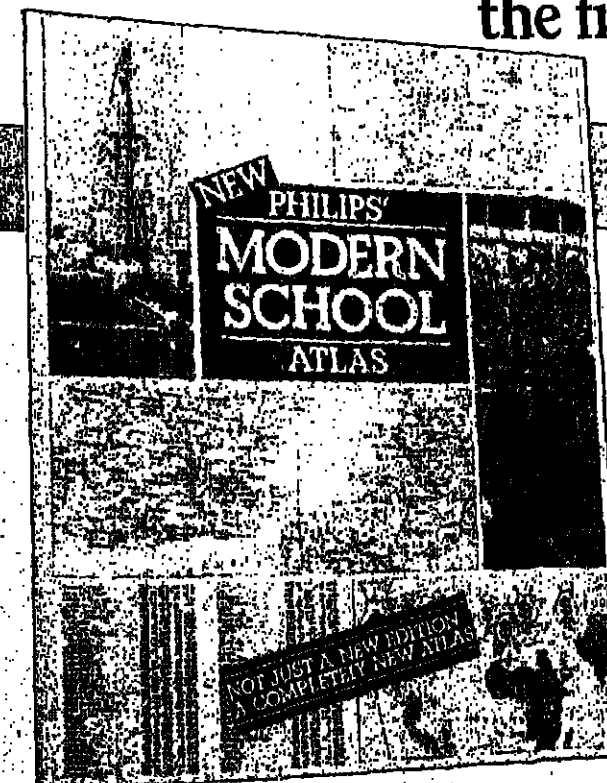
The study of a sub-post office can form a useful starting point for a project. Some of the geographical questions that might be pursued are:

- where is the sub-post office situated?
- who uses it?
- how far do they have to come? What is its catchment area?
- how do they travel to it?
- what services does it provide?
- why is it located there?
- how often is post collected from it?
- where does the post go to, to be sorted?
- does it act as a base for post rounds and collections?
- how many people's livelihoods depend on it? What are their jobs?
- what other goods (than postal) are sold there, and to whom?
- what effect would its closure have?
- where is the main post office?

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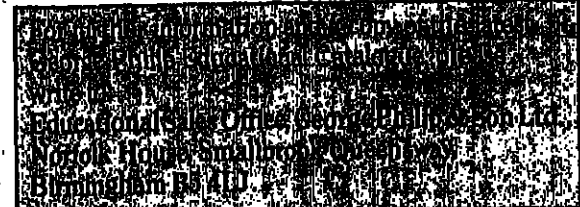
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George Philip



First day cover

continued

— what other sub post offices are there locally? What is their distribution? How is this pattern explained? Do they fulfil the need?

Similar questions could be posed in many topics suitable for study in primary schools: the milk round, the fire, police and ambulance services, vehicle breakdown, plumbing and building services, door-to-door salesmen, shop, office and factory suppliers, and farming, mining and manufacture industries, to name only a few.

Why explore the geographical dimension of these topics? Simply, would we not have a poorer understanding of our world if we did not? Geography is concerned both to analyse the spatial patterns and processes in our environment, and to respond to the issues arising from the location of the features, resources and services around us and the demands made upon them.

For children not to encounter and grapple with the reasons why things occur where they do, be they streams or jobs, is at best to limit their opportunity to make increasingly effective use of their environment as they mature, and at worst to prevent their being able to contribute to the development and change of that environment to make it a better place in which to live. The geographical dimension is inescapable, and its study is ignored at the peril of both personal and social growth.

The nine and ten-year-olds who were exploring the postal service were doing more than gaining facts. When they found that to receive a reply from another part of the country by return of first class post could take as long as to receive a reply from the other side of the globe, they responded with the question, why? The discovery that postal delivery (at home) was similar in another part of the world led them to wanting to discern a pattern. When they found in looking at the distribution of postboxes that no apparent consideration had been given to the needs of a group of elderly people, they were confronted with the decision of what action to take. This last question raises ethical and political issues. We would all be happy to say that it is right that young children explore the first two questions; some people would be less happy that they tackle the third. Where do you stand? What would you have encouraged the children to do?

Simon Colling is senior lecturer in primary curricula in the education department, Oxford Polytechnic.

The route to approval

Geography and the GCSE by Patricia Wilson

Geography is a subject with its own National Criteria for all Mode 1 GCSE syllabuses are subject to approval by the Secondary Examinations Council's (SEC) Geography Committee, that is some 17 syllabuses in all. At the time of writing 16 syllabuses have been seen by the Committee and when you read this 13 are likely to have been approved. All the examining groups, except Northern Ireland, have at least two Mode 1 GCSE syllabuses on offer; as yet little information has been received at SEC about the developments in Mode 2 and 3 geography syllabuses. The latter, for 1988 and 1989, will be approved by the examining groups and monitored by SEC through its geography committee. The route to approval for many of the Mode 1 geography syllabuses has been, to say the least, tortuous. Many of the syllabuses have had significant changes made to them from the drafts which have been circulating in centres over the past 12 months.

The members of SEC's GCSE geography committee, of whom about 50 per cent are serving teachers, are drawn from all the examining groups, advisory service, industry, the professional and subject associations as well as the Inspectorate. The committee is chaired by a geography professor and serviced by SEC's professional staff. The GCSE geography committee has been working with the agreed approval Instrument. This document poses a series of questions based on the National Criteria about the syllabuses and their schemes of assessment. Answers to these questions must be in the affirmative. The Instrument also asks the committee to assess whether the syllabuses' philosophy is within the "spirit" of the National Criteria for Geography and therefore likely to promote good geographical education in the schools. It is this point which has taxed the committee on more than one occasion over the past six months.

Some of the key issues which have arisen during the approval process have focused on the relationship of the subject content to the stated aims and objectives; the appropriateness of schemes of assessment to meet the specified objectives; and satisfactory coursework assessment criteria. However, by far the most important issue has been the question of differentiation across all abilities. Much of the original material presented by

the examining groups failed to provide evidence of how all candidates would achieve positively across all the assessment objectives. In other words, they did not demonstrate satisfactorily how they met the Cockcroft principle of allowing all the candidates "to show what they know and can do".

Nevertheless what has emerged from the approval exercise is a variety of syllabuses and schemes of assessment which, given the GCSE principle of "freedom of choice", allows teachers several different approaches to syllabus content. These range from those syllabuses based on either concepts or key issues to the more traditional regional framework. Many syllabuses provide far more detailed content guidelines than teachers have been used to in the past, but also allow enough freedom of choice for centres to be able to use many of their current resources for the new examination.

The diversity in schemes of assessment is very welcome; of necessity it centres on the differentiation issue, with the examining group split almost down the middle between either differentiated papers or common papers with differentiated questions. Much of the debate in the GCSE committee, and the reason for the referral back of syllabuses, has been because the groups have not demonstrated that their common papers will in fact differentiate across the whole ability range. They have spent considerable time and effort in producing papers, and mark schemes which are designed to show how all pupils will positively achieve, as well as offering all abilities access to all the assessment objectives. Only time will tell, through SEC's GCSE monitoring exercise, whether any of these schemes will work in operational examinations.

The examining groups approach to the minimum requirement of 20 per cent school-based assessment has been very variable. Some groups have opted for the minimum with one single coursework assessment, while others have developed, not only teacher devised coursework units, but also a geographical enquiry element for all candidates. Within the latter schemes up to 60 per cent of the marks are available for the coursework component. All the syllabuses include details of the criteria for teacher assessment as well as subject specific information about moderation procedures. The

assessment methods differ between groups but the criteria that coursework tasks, whatever form they take, should be appropriate to the level of ability of the pupil has been the guiding principle in syllabus approvals.

Some of the other key issues in the National Criteria for Geography which were identified and explored in the Geography Teachers' Guide (Session 1) such as "values and attitudes", "avoidance of bias", "multicultural matters" have been tackled by all the examining groups in their proposals. Inevitably some have been more successful than others in reflecting these issues in both their subject content and in their specimen examination material.

Old loyalties to the work of the two Schools Council Geography projects have been catered for in the new examination. Both the Avery Hill (GYSL) and Bristol 14-18 Projects have had GCSE examinations developed from them and linked into their national networks which are currently based in Sheffield and Cambridge respectively. Alternative syllabuses based on the philosophies of these two Schools Council projects have also been developed by several of the other examining groups.

In the near future SEC expects to receive from the groups, syllabuses developed for external candidates able to meet the coursework requirements and to be known probably as GCSE (Mature) syllabuses. These are designed for those not in full time attendance in schools or colleges. The Committee will also expect to approve any arrangements that may be made by the groups for internal candidates who cannot meet the school-based coursework requirements in the approved mode 1 GCSE geography syllabuses.

The Geographical Association is organizing a workshop session "GCSE syllabuses: The Choice is Yours?" chaired by their President Patrick Bailey, with contributions from Pat Wilson (SEC), Keith Orrell (Teachers' Guide co-author) and John Carhart (chairman, Geography GRC working party) on April 3rd at 2pm at King's College London. Summaries of all the approved mode 1 GCSE geography syllabuses will be available at this workshop. It is also hoped to have copies of many of the approved syllabuses.

Patricia A Wilson is a Principal Professional Officer at the Secondary Examinations Council.

Key issues

Indians of the Andes. By Marlon Morrison. 0 85078 536 7. Indians of the Amazon. By Marlon Morrison. 469 7. The Bushmen of the Kalahari. By H P Steyn. 5359. Wayland Original Peoples series £4.95 each.

Any series which describes the way certain cultural groups live is liable to fall into the trap of overgeneralization and stereotyping; the strength of these books is that this is largely avoided. The history, art, culture and contemporary problems are presented in a straight-forward and unpatronizing style. The writers are both experts, having lived and worked in the communities, and the books have a strong anthropological approach.

The impact of the arrival of the early colonisers is uncompromisingly stated and, in the two books on the Indians, the author outlines the exploitation, oppression and disease which followed. Books aimed at this "general information" market are often bland, avoiding strong opinions about the role of dominant groups in society and the effect of politics on the position of minorities. Morrison's books do tackle these problems, and suggest solutions. The debate as to whether the Indians should be integrated into the rest of society is presented in a stimulating way, giving the different options. The "rape of the Amazon, now a key environmental issue, is described from the Indians' perspective, together with the efforts being made to protect their culture despite the "aggressive" nature of the development being pushed by the government.

The *Bushmen of the Kalahari* looks at the life and society of the people but explains their plight without giving an explanation as to how this has happened and who is responsible. This rather reduces the book to a copy "picture book" level. All three books, from a series of eleven, are glossy, use good color photographs and have a useful glossary of "traditional" words. They would be suitable for top junior school and secondary years; the Indian books are especially recommended.

Andrew Powell

Fieldwork

Fieldwork Design. By Jim Nettleship. Causeway Press £1.80. 0 946183 14 7. Fieldwork for Geographers. By Tim Barton. Edward Arnold £2.75. 0 7131 7356 4.

In view of the unique characteristics inherent in the subject matter, it is hard that so much that has been written on the subject of geographical fieldwork should be so conventional in its approach. Even older is the apparent neglect of the computer and the calculator in recent published guides to fieldwork methodology.

To date, most fieldwork guides follow one of two models: either offering suggestions to be subsequently modified or adapted by the fieldwork leader in the light of local circumstances; or they are prescriptive — suggesting fairly specific tasks to be accomplished by the student.

Both of these books are of the latter type; not much better, certainly no worse than their predecessors, with equally predictable surveys of housing and shopping patterns, river experiments, farm studies and land use transects, as routine, to the old hand, as solving quadratic equations, and as exciting, to the jaded, as irregular verbs.

Of the two, Jim Nettleship's book is the more imaginative and the clearer exposition for use in class, offering clarity of objective in 24 short sections. Unfortunately, brevity of exposition at the expense of the understanding in the field. In short, there is an absence here of the detailed practical help which many quite able students seem to need when out of school.

Tessa Barton offers rather more — with informative, and helpful, annotated sketches and worked examples to point the way. There is little that is novel here but much that is commendably clear and straightforward.

Paul Sauvain

Advantage Scotland

David Dickson outlines progress for the new exam system

While educational change has built-in obsolescence, and this would apply to the context of this article, it would be fair to say that Scottish geography teachers currently have the advantage over their southern colleagues of being more advanced in piloting and progress for the new exam system.

In Scotland pilot exams have been run at foundation level for Geography in the Standard Grade (the Standard Grade will eventually operate at three levels: foundation, general and credit). In the exam three assessable elements were included in the paper: section one tested Knowledge and Understanding and section two tested Handling Information/Enquiry and Critical Thinking. Section two by definition was largely resource-based including the use of OS maps, though a sheet of OS symbols was supplied. Moving on from this 1985 pilot the most recent intention is that the three assessable headings be changed (mainly a matter of terminology). Handling Information was originally separate from Enquiry, but the two have been merged. Knowledge and Understanding has been replaced by Understanding, and Critical Thinking will be changed to Evaluating.

For reference and comparison the assessable headings can be defined as follows: Handling Information is simply the ability to use and present information. Understanding is a knowledge and understanding of geographical ideas. Evaluating is the ability of the pupil to show he/she can support and express a sound point of view.

As a comparison, the English working party have identified five domains. Geographical Knowledge will pay attention to factual recall; Geographical Understanding is seen as the ability to offer explanations for spatial and environmental patterns. The third domain is map and graphical skills and the fourth the application of geography to economic, environmental, political and social issues. Finally, Geographical Enquiry is the ability to participate in geographical investigations including basic skills of data collection, analysis and presentation.

As can be seen, both the Scottish and English proposals have areas of similarity, although comparisons are at first clouded by the terminology. After discussing Mapping in depth the Scottish Joint Working Party decided not to include it as a separate assessable heading as it was felt it pervaded all aspects of the work. This is not to say this is correct. However, the Scottish experience must be seen as more developed given the production of an exam paper based on a number of themes; for example, the landscape theme includes among other topics rivers and coastal lowlands. The pilot exam involved the pupil in writing all the answers on the paper. It lasted one hour 15 minutes and consisted of 19 A4 pages.

The Scottish Joint Working Party reported that the application of geographical skills in Standard Grade was desirable and should be encouraged in the classroom teacher being the best able to develop and assess such skills. Similarly a practical element was to be seen as a synthesis of all skills. Therefore it is thought a fourth assessable element Practical Investigation, will be developed at all levels in Standard Grade. Although a practical exercise already exists in higher geography, it has been recognized that at foundation level such an exercise would have to be heavily structured. Also, the original recommendations for practical work at foundation level gave the teacher the choice of whole class group or individual project work, suggesting the pupil produced a piece of work done in approximately eight periods.

School-based assessment is seen to be important in the English domain, Geographical Enquiry. Therefore both groups seem to be placing emphasis on the role of the teacher and geographical fieldwork. The lack of practicalities in such a scheme have been acknowledged in Scotland. To take the least able, or indeed any group, beyond the school gate, re-



quires a great deal of preparation and supervision as well as calling for extra staff resources in a time of falling numbers.

The Scottish Standard Grade is to be assessed on a scale 7 to 1. As well as work being done in schools work is being developed by support agencies, for example, the Criterion-Referenced Assessment of Geography Research Project based at Jordanhill College in Glasgow; but the whole question of assessment remains a major problem. Differentiating between grades has proved to be very difficult, if not impossible. In theory any exam at foundation level, which would be awarded at G5, should have an inbuilt opportunity for the candidate to achieve a higher score. Arguments also rage about giving average marks by aggregation. Many would claim this is unnecessary, given the aims of the new exam system; and also that the effort involved in the assessment would then be negated by employing an average. The English Joint Working Party recommend their five domains should be of equal value for assessment and aggregation purposes and that four levels of achievement be reported on the final certificate on an ascending scale of 1 to 4. However, there is the recommendation that no criteria statements should be set up for level 2 which is to be a safety net for the candidates failing to get 3.

In comparing Standard Grade to GCSE it can be seen that there are basic similarities. It may be that for the first time there are similarities across the board similar broad aims between Scotland and England. The Scottish foundation, general and credit levels can be seen as similar to levels 1, 2 and 4 in GCSE. Both will result in a concise but complicated form of reporting for parents and employers compared to the past. Differences perhaps exist regarding school-based assessment. Scottish thoughts have been running along the line that only foundation level would have internal assessment. However, it should be pointed out that in the current system some O grades do have an element of internal assessment, for example Modern Studies.

Sir Keith Joseph has been reported as under pressure to delay the introduction of the new GCSE system. Here in Scotland the Government has agreed to run the two systems side by side, and the prospect of Geography O grade looks set for a few years yet. A difference in Scotland is that there has never been the problem of 19 different examining boards. A new Government body, the Secondary Examinations Council, will lay down syllabus outlines in England to which the examining boards must be seen to conform.

Scottish teachers are well into a second year of industrial dispute. Standard Grade in most subjects has not been developed beyond foundation level. Even before the action great worries existed about the time scale and the imposition of general and credit levels without proper piloting. In Scotland teachers of geography have been looking long and hard at their subject and its value, but at present the way ahead is clouded.

David Dickson is principal teacher of geography, Whitfield High School, Dundee.

Good games

Alternative Workbook series. By Christina Boylan, Brian Jones and Rex Beddall. 1A 0 19 833441 9. 2A 833442 7. Oxford University Press 95p each. Geography Crosswords. By W D Wright. Nisbet 0 7202 0858 0. Worldwise Quiz Book No 2. Geographical Association £2.25. 0 9003957X.

The *Alternative Workbooks* are hand-written — a novelty, perhaps, for children going on next lesson to a session with a word-processing program on the computer. Presumably there is a sensible reason why these otherwise admirable workbooks should look like something run off on a duplicator. Personally, I find it an irritating gimmick, justified neither by the dictates of taste nor those of economy. Which is a pity, since the books really are a stimulating alternative to conventional geography workbooks, with some splendid games, role-play assignments, crosswords, anagrams and word-search matrices to tempt the most jaded of geographical pupils.

The *Worldwise Quiz Book* offers quiz questions rather reminiscent of *Top of the Form* or even *Capes and Bays*. Unfortunately the committee's proof-reader seems to have overlooked the necessity to ensure strict accuracy in the setting of the questions. No doubt Indian food victims will be able to identify the Ganges from the description "great flood plain"; Saskatchewan becomes Saskatchewan in an "Odd One Out" question but isn't the odd one out, while Enterprise is spelled with a "z", though in the context of "Enterprise Zone" it isn't a bad try!

By contrast, *Wright's Geography Crosswords* seems almost mundane. There are 24 crosswords in all, each with a manageable 81 squares and a genuinely symmetrical pattern, and the clues for each puzzle are based on a piece of text describing topics, climate and ocean gateways. The clues are straightforward and only occasionally contrived. Full marks — especially since any institution purchasing the book can make copies for use in the classroom without further charge.

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Chatty and informal

Focus On series, Dairy Produce. By Richard Clark. Alternative Energy. By Paul McClory. Tea. By Alan Blackwood. Nuclear Fuel. By Vivienne Driscoll. Wayland £4.95 each.

The "Focus On" series is a potentially very interesting set of books examining some of "the world's most important natural resources" (to quote the blurb on the back cover of each book). I must admit that I am rather unsure about the choice of resources, and the importance attached to "tea", for example. Nevertheless each resource is discussed in terms of location, processing and uses in various parts of the world. Each contains a glossary, an index and some suggestions for further reading. The text is written at a level suitable for the average child in the middle years of schooling and is suitably chatty and informal. The problem is in the choice of photographs and their location in the text. Mary Jane Drummond has already commented on some of the "interesting" illustrations to be found in the text (TES, November 15, page 27) of one of the series. I suggest that you take a look at the juxtaposition of the photographs on pages 6 and 7 of "Dairy Produce", and then try explaining that to a child in a junior classroom.

Paul Harling

A six-year-old girl was walking in the country with her family when, pointing to the horizon, she asked "Does the world end there, Daddy?" Like most remarks by young children this had poignancy, surprise and directness which makes the rest of us think more deeply about the things we had hitherto taken for granted.

What is the extent of our own world? How do we view it? More to the point, how do children at different ages view the world and what are we doing to develop an interest and knowledge of the world?

There are nature tables in primary schools, but are there Country or World tables where children can assemble collected items from many lands? Is there a world map, a globe and a good atlas in the classroom? Perhaps there could be a pupil World Watcher, changed each week, who could note what is happening in the world and plot these events on an outline map with pins and tape – a sort of military operations chart. Maybe there could be a regular, short "mental geography" quiz based on the plotted information, trying to track down obscure countries or current disasters. A quiz based on the much neglected atlas would help too. The more you think about it the more it becomes evident that it is possible to produce an inventory of what to do in primary schools to encourage an interest in overseas areas. But what would it contain?

1 Teachers should travel within Britain, naturally, but if possible abroad too. There is a great need for real experiences and real knowledge of the world and for the collection of teaching resources such as slides from overseas. More publicity should be given to the League for the Exchange of Commonwealth Teachers and other exchange organizations to further this wider experience.

2 Teachers should want to take an interest in overseas matters whether or not they have a geography training. On the whole there is too much neglect of

the world in primary school work where, if it occurs at all, treatment is sporadic and not sequential.

3 Teachers should find out more about the countries children and parents have visited or lived in. The class and their families are a living resource – ethnic languages, religions and links with the home country can all be explored.

4 Do we try to develop a world vocabulary? There is still a fascination in "far away places with strange sounding names". Why not use them more? Timbuktu, Wagga Wagga, where are they? Equator, savanna, llanos, selvas, tundra and the host of similar "strange" terms will add to the total richness of a pupil's language. A class World Dictionary could be compiled.

5 Perception and attitudes. Where would pupils like to live in the world given the chance? Why? Can they draw maps? What do they look like and how can we discover more about the "map in the mind" from them? Try world world association tests. Rank countries by popularity. Does distance lend enchantment to the view?

6 When referring to the local environment you should try to ensure that it leads pupils' experience of how the world is. For example, the stream leads to the sea; the winds blow from elsewhere; the moon and stars shine over other homes; the clouds have travelled; the birds migrated; people come and go; birds journeyed across the world. We should not think of our local environment as self-contained, but always look for links with the rest of the world.

7 World links can also be exploited by encouraging pen pals; one school corresponding with another and possibly exchanging materials and ideas.

8 Greater emphasis on pastimes like

Beyond the horizon

Bryan Waites offers some suggestions for encouraging world awareness in the primary school

stamp collecting could produce valuable insights. Why not keep a class Stamp Album? Make huge stamps as a project, designing them and cutting them out in the shape of the country. What topics do stamps show? First day covers and special issues could be systematically collected and provide work themes. A visit to the National Postal Museum in London might be a possibility.

9 How can the local environment help? Food from abroad, menus from local restaurants, goods from abroad, foreign churches with its exotic fruit, nuts, vegetables, fish and so on can be a starting point. Street names such as Kashmir Road or Calgary Crescent could be investigated and located on world maps. We may not be able to go to East Africa but we can study the animals in the local zoo or safari park. Similarly, a visit to a botanic garden such as Kew or Edinburgh can reveal the realities of, say, tropical vegetation, much better than any amount of discussion. Adaptation of plants to their environment could be seen and studied better.

10 Visits to the local airport or seaport will widen pupils' experience of how people travel. For example, the new Aeropark at Castle Donington, East Midlands Airport, is a wonderful example of what is possible with school parties. Follow-up work on actual ships and types of aircraft as well as routes and timetables, working out actual journeys, times and time differences plus costs and currency would involve valuable all-round activities.

11 Follow the regiment. Have you a local regimental museum? Where did it fight during its history? In the Magazine Gateway Museum of the

Leicestershire Tigers there is a map showing campaigns. This kind of information can help you follow the travels of your local regiment over Europe, North Africa, the Middle East and the Far East. Instead, or additionally, you could follow the travels of your local football team on their European or Far Eastern tour. 12 What current events can you use in teaching? What about *It's a Knockout*, *The Eurovision Song Contest* or a Royal Tour? A close study of the Olympics and the origin of competitors would open up the world. Needless to say, there are sufficient disasters, famines and wars to keep certain areas in the news and worth following. Analysis of TV news, plotting places mentioned over a period of, say, one month, would be useful. Similarly, an analysis of a newspaper over a period of time would show how frequently some countries are mentioned.

13 Holiday geography. There are more free brochures on all parts of the world than ever before which can provide a rich resource, not only to cut up for displays but for study of scenery, climate and culture in different places. Timetables allow actual holidays to be planned with costs, etc. Cruise holidays, with particular emphasis on the islands to be visited, could be plotted using atlases. Ports of call might be given special attention – what is there to see? Plan a town route for a day when the ship docks.

14 Explorers are always a popular topic, but do you have a link in your own area? For example, Bass and Flinders in Lincolnshire, Cook and Scoresby in North Yorkshire. Follow the Cook Heritage Trail on the ground, visit the Cook Birthplace Museum, Marton, and Whitby town.

Then follow his voyages in school using the published journals. Later work on this theme might be the search for the source of the Nile; across the Poles; round the world (Chichester and Gypsy Moth, *Cutty Sark*, later round the world voyagers); inland across Australia. Many of these could be linked to visits to, say, Greenwich, the Scott Polar Research Institute, Museum of Mankind and the Commonwealth Institute. It is possible for the teacher to obtain detailed, exciting extracts from explorers' journals as a basis for much of this work. Climates plotting the routes the various explorers can be devised and the pupils can be put in the position of explorers by finding out about survival under hostile conditions, how expeditions might be set up, the equipment needed. Recent expedition reports can be obtained from the Royal Geographical Society. 15 Music and the world. We neglect music as a help in other studies, for example, geography. The right kind of music can evoke the atmosphere of foreign places better than any other medium. Folk music may tell a story, different musical instruments reflect different environments: Tibetan music clearly varies from Chinese, Western and Aboriginal. Have we ever tried a musical transect across Europe? Together with some poetry from other lands an all round picture could be created.

The world has forced its way into our own backyards more than ever before. We cannot ignore it any longer. Many of our primary schools have been cosmopolitan, for years, yet the average secondary school pupil seems to know less and less about the world. Surely greater emphasis should be given to world watching in primary schools so that as pupils grow older they will, in the words of James Fairgrieve (written over fifty years ago), "imagine accurately the conditions of the great world stage so as to enable them to think wisely about practical and social conditions in the world around them". The world does not end at the horizon.

Where in the world...

John Lees introduces the AEB Basic Test in Geography

Last year *The TES* published the Associated Examining Board's announcement that development was to begin on a Basic Test in Geography (4 January, 1985), and I was amused to see that the photograph they plucked from the files was of a student poring over an Ordnance Survey map of Anglesey. It brought back memories of the summers I worked at a tourist information centre in Holyhead, where I was stunned to hear visitors to the island – who had necessarily crossed the Menai Bridge and driven the 25 miles across the county – ask "Where's the ferry for Anglesey?", and even "How do I find the bridge to Dublin?"

In developing this test, I realized how haphazardly locational knowledge is picked up during one's life, if at all. Gradually we piece together that inner map we roll down behind our eyelids when someone says "How do I get to Nottingham from here?" or "Where is Afghanistan?" Even a glimmering of this sense of the world is often missing in young people. We still hear tales of students placing Manchester in Scotland, or even – as one employer recorded recently – proposing that Killarney is in Greece. It seems, in this respect, that secondary education leaves some worrying gaps.

This is confirmed by the views of employers who find that school leavers often have a very poor sense of where they are in relation to anywhere else, and they do not mean pinpointing. Wandering on a blank map, but knowing that Leeds is further north than Birmingham, and which motorways you would use to reach either of them from London.

As the Automobile Association has recently pointed out, even the basics are often lacking. "It has been most noticeable, interviewing people who have a qualification in geography, how many have little idea of locating even major cities and, in some cases, countries". This is also the view of the AEB National Training Board who, in overseeing training for the travel industry, has discovered that "students know why there is a rainy season in India but neither know when it rains

or indeed where India is actually located".

What seems to have happened is that otherwise very valuable conceptual approaches have left straightforward locational knowledge behind, even where this is the kind of useful,



Geopark in the high near Thadon... Where's Thadon then?

everyday information that most of us find so necessary. This is why the AEB has launched a Basic Test in Geography (first examined in May 1986), adding to a suite of tests which cover essential skills in areas such as English and Health, Hygiene and Safety. The certificate received by the candidate includes a record of all the skills mastered, as well as a percentage mark. Tests are available in May and December, and results issued in July and January.

The test in geography will encourage the teaching of key areas of geographical knowledge. For example, students may be asked to choose a regional map which will cover a journey from Liverpool to Edinburgh, or to plan a sensible route for a lorry which has to call at five places between Cardiff and Glasgow.

Map work is central to this test, which attempts to deal with the Institute of Travel and Tourism's criticism that "youngsters seem to have not the slightest inkling of map interpretation". It is surprising to employers how far OS maps are, while so many other kinds of maps are used more frequently outside school: town maps, road atlases, even plans of department stores. Questions in the specimen paper in the section "Finding Your Way" (take the candidate from a map of the London Underground right to a specific area in Kew Gardens, moving through small to large-scale maps).

Interested teachers will use the test as a motivator in a course employing a variety of maps, in simple, practical situations. We should have fewer cases of firms complaining that prospective employees cannot find their way to the interview, let alone deal with transport booking, postal sorting, travel agency work, or many of the other applications of essential, and apparently missing, skills.

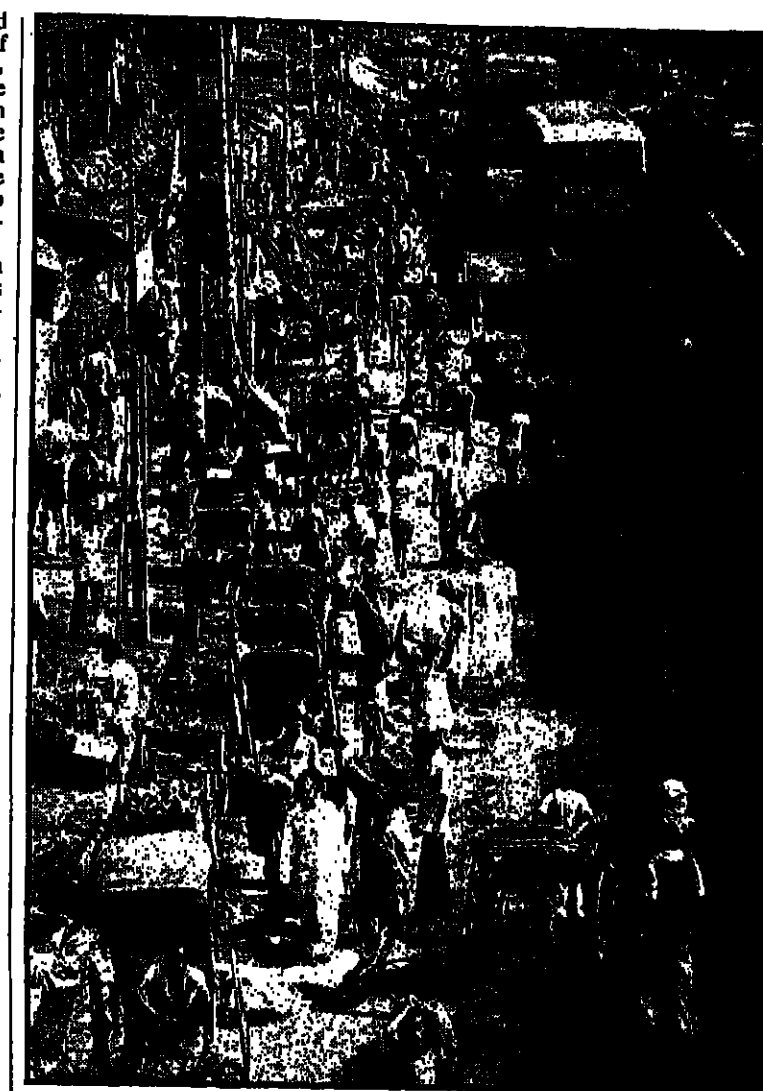
"Capes and Bays" again? No – all the information learned for this test is of immediate relevance, and the test is not designed to replace modern geography teaching. The mapwork sections, for example, have been seen by many teachers as a way of reinforcing existing practice in a stimulating and accessible way. After the trials for this test candidates in one school recorded their frustration at not being able to answer questions on the UK, claiming "This is something we really ought to know".

The Basic Test in Geography is not designed to undermine other approaches to teaching the subject, but to provide the foundations of a good geographical awareness that, if good geographical awareness is to be taught, would seem from the opinions of teachers, employers and parents, no school leaver can afford to be without. Especially if they are taking the Holyhead route to Dublin this summer.

John Lees is subject officer for the Associated Examining Board's Basic Test in Geography.

India's urban explosion

by Robert Bradnock



Mahatma Gandhi Road, Calcutta

India's cities have rarely had a good press. The squalor and poverty of Calcutta's *bustees* or Delhi's *jhuggies*, or the horrors of Bhopal hit the headlines. Ironically in the face of such problems much academic debate in the last decade has focused on the question of urban bias – the extent to which the relative wealth of cities can be seen to distort the opportunities for development in the rest of the country.

Yet behind these pictures lies a rapidly changing reality, for India's cities today are undergoing an increasingly dramatic transformation. Part of that change can be seen simply in the bare statistics of growth. At the time of independence, not 40 years ago, Delhi, the capital, had a population just half the size of Birmingham's. Today it has nearly twice the population of Denmark. Calcutta and Bombay both surge towards the 10 million mark, while even the smaller cities such as Madras and Bangalore now have populations dwarfing those of cities in most other parts of the world.

Both the nature of India's urban growth and its significance have been partially concealed by the overwhelmingly rural context within which they continue to be set. In 1981 three-quarters of India's people were classified as rural. Indeed, it had taken 80 years for that proportion to rise from the figure of 10 per cent recorded in 1901 to the 25 per cent of 1981. It's hardly surprising, then, that when compared with the dramatic shift from town to country experienced in industrializing Europe in the 19th century, much analysis of India's urbanization has focused on the question "why has India's urban growth been so slow?"

Indeed, until the 1961 census that seemed a valid enough question. Since then however the pattern of absolute growth has registered a sharp change of gear. From 78 million classified as urban in 1961 the urban population rose to 108 million in 1971 and to 159 million in 1981. There can be no doubt that by now India's urban population is fast approaching 200 million.

Thus in the last decade alone India's towns and cities grew by the equivalent of the total population of Britain. The reason that the change has not been more obvious lies in the fact that during the same period India's rural population grew by twice that amount.

That fact alone points to one of the most important features of India's current urban explosion. For almost exactly half of the increase between 1971 and 1981 came from natural increase, the excess of births over deaths. Thus while migration from country to town has been a major contributor to growth, accounting for 25 million of the extra people, even were that movement to be stopped dead tomorrow, the towns and cities would still be growing fast. As it is there is every sign of accelerating growth with a continuing stream of migrants continuing to boost the already sharply increasing urban population.

That growth is of profound geographical significance. India's vital urban tradition, radically modified as it was by the colonial impact, is in the throes of a new revolution. The cities are not simply spreading out and growing in numbers. Their influence is reaching into even the remotest parts of the rural hinterland. Bus services now reach even the most backward of villages in contact with towns and the wider urban system. People are travelling on a scale never experienced before, and as the telecommunications network spreads satellite-borne television programmes an urban-based culture is rapidly engulfing the rural hinterlands.

Social change has always been a concomitant of urbanization, and India today is no exception. The structural and spatial organization of India's rising cities is beginning to reflect those new forces. The influence of India's urban planners is often more than matched by the power of people on the move in search of wider opportunities.

In often unintentional combination they are beginning to create a new urban landscape. In many of India's cities it is of course still possible to trace the influences from the past. Increasingly however such traces are becoming isolated museum pieces, surrounded by the evolving living city.

One of the forces behind urban growth is industrial expansion. Both central and state governments have turned to industry to provide the key to development and the elimination of poverty. Until the late 1970s an overwhelmingly high proportion of industrial growth was in the largest cities. Since then a widening range of incentives have been offered to industry to decentralize. There is growing evidence to suggest that the change of policy coincided with a newly emerging pattern – the switch of growth from the giant metropolises to the intermediate sized cities. Between 1971–1981 it was the cities with a population of between 250,000 and one million which grew faster.

Yet even now the giants continue to expand. One example is provided on the outskirts of Delhi, where NOIDA, a new industrial development area just eight miles from the centre of Delhi will grow from nothing to a population of 500,000 in just five years.

But despite the dynamism of their growth and the efforts of metropolitan authorities to modernize and beautify the city environments, growth is multiplying the problems already faced by the cities. A recent estimate suggested that nearly 60 million of India's town dwellers live in squalor but without even the most basic of facilities. Not only is housing in desperately short supply but hygienic water supplies and proper drainage are absent from many of the most densely populated parts of the cities. And while industrial growth is booming in many cities, so also is unemployment.

That is just one of the apparent paradoxes which are evident in India's cities today. Their continued rapid growth seems certain, a growth which presents major challenges not only to practical management but also to

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Challenging the conventional

by Malcolm Brown

In recent years much academic geography has reflected a need to not merely describe and explain spatial phenomena, but also to change them. Various approaches, whether labelled humanistic, radical or marxist, have offered different perspectives on problems and issues. At secondary school level such developments are not so well documented nor perhaps established. This reflects the slow diffusion of ideas from higher education to secondary; the ageing teaching force, with few younger entrants; and perhaps an over-concern with the impact of the quantitative revolution of the late 1970s in schools. Some idea of the potential for school-based developments is to be found in the pages of "Contemporary Issues in Geography and Education", the journal of the Association for Curriculum Development in Geography, and the impetus given by its publication has helped my geography department to consider the value-stance in our teaching.

For instance, we have used a simulation of transport network development over time based on the Taffie, Morrill and Gould Model. This, based on Ghana, was no more than a description of how a network developed, to meet the needs of the colonial country's wishes to develop (exploit?) Ghana's resources. Over time it is easy to ignore the value-stance that an uncritical use of such a game allows. Thus, quite early, a racism-awareness INSET made us eliminate or change such statements in the pupils' instructions as:

"You are working for a trading company that has decided to build two trading ports on the coast of a recently discovered land called Novedim". (This begs the question - who "discovered" it? Was there no indigenous population already there?) or:

"The map shows... the main native villages"

"You must build straight roads in case troops need to move quickly inland if the natives become hostile." (The neo-colonialism of these two statements show the covert value-stance of our untutored thinking.)

Eventually, the whole idea of teaching network development from an unchallenged "colonial" viewpoint became increasingly untenable. Thus an "alternative" viewpoint was resourced. Instead of "conventional" maps which view the land from the sea (i.e. to be discovered) I developed an alternative set of diagrams viewing the "development" from the indigenous viewpoint. Pupils were then asked to check they could identify alternative viewpoints.

In the "conventional" approach we used a sequence of rail network development in Queensland from an exercise in *Assignment Geography* by Melvyn Jones, to see if pupils could match their "model" to reality. The exercise implicitly assumed that such development is "good" and does not consider the viewpoint of the indigenous people.

Using material from "New Internationalist" I developed a small module based on a cartoon montage (Fig. 1) and information on bauxite mining on aboriginal land. Again the pupils were challenged to identify the alternative viewpoints reflected in the materials. The third-year pupils aged 13-14, working in small mixed-ability groups were then brought to a plenary session where they were asked to answer the following questions:

1. Often you are presented with information from one side's viewpoint. Which of the two viewpoints do you normally get - in school, on TV?
2. Which viewpoint(s) should you get?
3. Give reasons for your answers to 2.

The pupils responded with enthusiasm

and open-mindedness to the material and welcomed the chance to evaluate alternative value-stances.

This was in interesting contrast to the reactions of a group of 18-year-old A level students who, on being given the same work as a critique of the Taffie, Morrill and Gould model, found it difficult to accept anything but the "conventional". For those interested in challenging pupils' attitudes this may have implications for the most suitable timing of such initiatives.

A final point continues to interest me, as a teacher. I believe I have both a right and a responsibility to offer alternative viewpoints in the analysis of spatial phenomena. If, as in the case presented, I offer the alternative viewpoint second, am I not reinforcing its lower status within a conventional social situation? Should I thus start from the alternative viewpoint to ensure that it is the one which claims prior attention? Notwithstanding Sir Keith Joseph's recent comments about the validity of approaches in geography, am I likely to thus be accused of indoctrination?

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- 2 Jones, M (1979) *Assignment Geography* Nelson p39
- 3 *New Internationalist* No 77, July 1979 p4 Undermining the Aborigines
- 4 Speech by Sir Keith Joseph, Secretary of State for Education, to Geographical Association, London, 19 June 1985. Paras 15, 16, 42.

Malcolm Brown is head of Geography at Gordan School, Bristol.



Communicating Shakespeare

by Hugh David

Shakespeare Workshops: Hamlet. National Theatre. Twelfth Night. St George's Theatre, Tufnell Park.

"Shakespeare does not communicate until the lines are spoken," Cicely Berry told 40 Kent drama teachers at a National Theatre Study Weekend. As voice director of the Royal Shakespeare Company she has been telling actors the same thing for years, and now her National Theatre "workshop" *Hamlet* is preaching the same message.

But for many children, Shakespeare does not communicate at all, no matter who is speaking the lines. He is perceived as remote, difficult, old-fashioned: in a word, boring. One reason, perhaps, for the growing number of workshops which attempt to prove to those compelled to study one or other of the plays for O or A level that the process can be fun (or at least not very boring).

The tireless Flying Pig Company's A level *Macbeth* programme goes further than most in this direction. Not only does it actually come to the students, playing in sixth-form common rooms and the like, it goes all out for contemporary relevance. At one moment the Macbeths are likened to the Moors murderers, at another to a brash New York couple throwing a \$300 dinner party.

But, like Flying Pig's previous work, the programme should not be dismissed as mere gimmickry. There is a firm

underpinning of scholarship and a strong feeling that the company know what they are doing. Although there are only three of them, they present a drastically cut version of the play and pause en route to discuss "critical points" - in other words the bits most frequently the subject of examination questions.

Working if anything even harder, the company at St George's Theatre, Tufnell Park are offering younger secondary and O level students a one-day *Twelfth Night* package. After lunch they present a full-length, fully costumed performance. In the morning some of the same actors host a light-hearted but none the less useful introduction to the style and conventions of Shakespearean theatre, reading at breakfast speed through the obviously well-tried programme.

Why didn't Shakespeare include stage directions? Why did he write in verse? Did boys really play all the female parts? What sort of costumes did they wear? The questions - and answers - come thick and fast in 90 minutes of amusing badinage with the audience. More often than not volunteers are up on stage with the actors, reading in parts or being dressed in bum-rolls and farthingales to the general hilarity of everyone else. The students may not have liked Shakespeare when they arrived, and may not be too keen once they get back to school, but while they are at St George's they give every sign of being hooked.

Back at the National, Cicely Berry

did not have to face such problems. Her audience were all hopeless addicts and her programme was tailored accordingly.

The Kent drama teachers had asked the NT's education department to set up the two-day course and were keen to get the most out of every minute. Although the weekend began with a discussion on teaching Shakespeare, for most of the time the classroom was forgotten. The teachers wanted to work at their own level, doing things many of them confessed they had not had the chance to do since leaving college.

Keeping *Hamlet* at the back of their minds, they banged drums and tambourines during an exploration of the role of music in Cicely Berry's production. Glued to their texts, they revelled in the chance to take a morning voice workshop with her.

Inevitably, however, by the time they assembled for a final seminar many were eagerly looking forward to trying out some of what they had learnt with their own classes. It is just as well that they were. There will never be enough groups with the care, commitment and skill of Flying Pig or the team at St George's to visit every class in every school, preaching the message that Shakespeare can be fun and by merely speaking the lines, proving that he can still communicate.

Further information: National Theatre Education Department, 01-928 2033; Flying Pig Theatre company, 01-249 9823; St George's Theatre, Tufnell Park, 01-607 1728.

Red tape

La Bohème Vita. By Ken Whitmore. Birmingham Repertory Theatre Young Company at Wolverhampton Polytechnic, February 28.

One of the more refreshing facets of our current disenchantment with the United States is that it now seems entirely fitting for a play about the Soviet Union to be an affectionate satire - a collection of in-jokes about an old and eccentric family friend.

La Bohème Vita (fortunately the play is considerably less toe curling than the title) is an adaptation by Ken Whitmore of Gogol's *The Government Inspector*. Two young men - one a dissident Jewish poet intended for the strait-jacket, the other a work thick and idealistic volunteer for work on a hydro-electric project - arrive in a Siberian town in circumstances which cause them to be mistaken for high-ranking nosy parkers from the Kremlin. The town leaders, needless to say, have used their isolation to pursue unhindered a career of cheerful corruption. The holy icons have literally gone west and the local tractor factory - supposedly near opening - is an empty shell. The arrival of the "commissars" therefore causes mammoth consternation.

Some of the plotting is a bit shaky. I went home wondering why one brief scene was there at all, and credibility was strained more than it should be even in a tale as fanciful as this. Nevertheless, the writing of dialogue is as good as you would expect from a radio dramatist.

Without doubt though the success of the piece is largely due to excellent playing by Birmingham Rep's Young Company. This is a talented group whose presence and assurance considerably belies their brief collective professional experience and undoubtedly owes much to the tight, yet unobtrusive direction of Derek Nicholls.

Among a cast with no weak links, I enjoyed especially Devon Scott, who as Anna, wife of the town boss, looked just as the wife of a Siberian town boss ought to look, and Timothy Watson who caught the right combination of stupidity and teddy-bear hugginess required by his part of Osip the young hero of Soviet labour. Marc Culwick was suitably handsome with leather boots and a dawning glance as the dissident poet. Most of all though, I together with most of the packed audience in this little arena theatre, was hypnotized by Ian Glen - less than a year out of RADA - in the comparatively small part of Dobchinsky one of a pair of bureaucratic side men. Mr Glen has clearly read Michael Green's advice in *The Art of Coarse Acting* on how to steal a show in a walk-on part. He even got laughs moving the set around between scenes. Not, I hasten to say, that there is anything coarse about him, his characterization of Dobchinsky was a sort of manic amalgamation of Uriah Heep and Quasimodo with just a touch of Basil Fawlty. The whole sent the audience out into a cold night suitably warmed.

Gerald Haigh

Local heroes

Living Archive Project - Theatre of Fact.

Based at Stantonbury Campus in Milton Keynes, the Living Archive Project exists to develop local history into forms of presentation ranging from theatre, dance and music to video, film and slide-tape sequences. Project director and drama teacher Roy Nevitt has produced seven large-scale community plays at Stantonbury since 1975, inspired partly by Peter Cheesman's local documentaries at Stoke on Trent's Victoria Theatre in the Sixties. In September 1984, thanks to a Gulbenkian grant, a full-time TIE team, Theatre of Fact, was created to continue the work. The distinguishing mark of the company (whose name is hardly chosen to inspire most pupils) lies in every word of its plays being taken from local source material.

Your *Living Brother Albert* is a package opening with a three-hour TIE session based on the First World War: experiences of Private Hawtin Mundy. Of course, pupil participation sends the work away from the verbatim source, and the group of 26 13-year-olds I watched were soon in their own engaged. A strike over war bonuses resolved itself as a conflict of gender (men get the bonus, women do not) rather than class (office vs factory workers). Most memorable was a

dissection of heroism and cowardice. Careless behaviour could lead to the firing-squad or a medal, and Caroline's frustrated effort to refuse an undeserved honour showed the powerlessness of the soldier in the war machine.

The session concluded with a 50-minute play based on the letters of Private Albert French, a cheerful volunteer later killed in action. After the vivid morning's work, though, the insistence on a verbatim script produced a piece lacking dynamic and shape.

A new show, *So Clear in My Mind*, concerns cerebral palsy. Here too, uncritical reliance on one source makes for an episodic play. Historical truth is not always the best stage truth, and Roy Nevitt accepts that selection of material constitutes the first stage of interpretation. He admits to adopting a broad humanitarian view, which seems borne out by pupils' reaction to *Albert* as a super-private history lesson rather than a polemic against war or the British army.

So Clear in My Mind is bookable as play or full TIE programme until mid-summer. Living Archive is also keen to help anyone wishing to develop educational or community material based on local documentary sources. Contact number of (0908) 322568.

Timothy Ramsden

Punk Capulets

Romeo and Juliet. Bailey Grammar School.

The Capulet lads, faces decorated with war-paint, are costumed in a bizarre collection of punk styles, led by Tybalt, who is crested with a kind of over-sized toilet brush. Behind them, spray-painted onto the flats of a simple set, are the words "Capulets rule OK". The Montagues obviously play cricket, judging from their whites, and are generally much more restrained. Romeo is remarkably restrained - in fact it is difficult to believe that the trendily-clad Juliet (a fine spirited performance from Catherine Howarth) is so passionately in love with such a wimp. It comes as some surprise when he slabs Tybalt to death with a suddenly produced knife to slash off the shortest fight scene ever.

The whole production is very short. The original has been pruned so drastically that all that is left is a comic book version which lasts about an hour and

25 minutes. In fact the programme, excellently designed by John Hargrave, is a comic book, entitled *R.A. Juice*.

It direct, Brian Fogarty, shows that a son of a gun could be set down - as yids go - on the streets of Batley as in the move musical streets of New York, where Jots and Shanks dance. Every effort is made to make the characters of and for today; for example the Prince is a police superintendent and F. I. R. Lawrence enters jogging, a towel round his sweating neck.

Dick Wierocks

Among this week's contributors:

James Bentley's latest book, *A Guide to the Redgrave*, has just been published by Penguin (66.95).

Julia Newberry is the Rabbi of the South London Liberal Synagogue.

What if?

The See-Saw Tree Redgrave Theatre, Farnham, Surrey.

David Wood's new play for 7 to 10-year-olds is a cosy fantasy with a strong conservationist theme. Miss Wise chairs a meeting of the local council to decide whether Mr Jay might develop his supermarket site to include a children's playground, complete with money-spinning children's plectrum. At risk is Turner's Field, a "rubbish strewn eyecore", but also the home to some ancient oaks, the biggest of which provided previous generations of children with a more traditional playground, and as ever, home to various species of local wildlife.

Cut to the interior of the See-Saw tree and we see all the members of the council in their equivalent animal form. Miss Wise becomes the owl, the animal's unofficial leader. A Mr Storor becomes a squirrel and others become various birds and a bat. Then there's Mr Bunn, who objected to the supermarket extension. His equivalent animal persona is a heroic rabbit that seems to have strayed from another work of fiction. It is he who alerts the animals to the fact that the "Big Ones" (ie the humans) are cutting down the trees one by one. It requires a team effort to repel them.

Essentially it's a "what if?" play, with the animal action taking place in the doughy Mr Bunn's environment-conscious imagination. The audience doubles as the local community, asked at the end of the play to vote for or against the development and the consequent destruction of wildlife. As such, it works very well, with a good balance in the animal scenes between human and animal characterization through the use of masks. The set is wonderful - depicting the exterior and interior of a mighty oak.



Nick Baker

However, closer examination reveals a deep-seated (perhaps unconscious) snobbery guiding the piece. The animal leaders - owl and squirrel - are definitely ruling-class material. The owl is a public school headmistress type, the squirrel an ex-RAP squirrel. The lesser creatures are more proletarian, less well spoken, basically decent but in need of explanation and leadership. It is the council and locals in

page, and of a breadth to take in the Checkovian rhythms of Mansfield as well as the wilder shores of Angela Carter, the deep South of Eudora Welty and the contemporary India of Rumi Praver Jhabvala.

Novelist in Interview. By John Haffenden. (Methuen 25.95, 0 415 37600 2).

So, Martin. Amis keeps a "working pad" in London, and David Lodge describes himself as "a classic product of the 1944 Education Act". Little else

Short forms

The Secret Self Short Stories by Women. Chosen and introduced by Hermione Lee. (Dart 23.95, 0 460 02295 4).

An interesting, wide-ranging, and non-polemical collection, bearing out editor Hermione Lee's conviction that the short story is "a form especially suited to women". Hardly a dud

Fact and fiction

Storyline Geography series. By Audrey Daly and Ian Morrison. Book 1 0 05 003680 7, Book 2 0 05 003681 5, £2.40 each. Book 3 0 05 003682 3, Book 4 0 05 003683 1, £2.50 each. Oliver and Boyd.

As the name indicates, this is a series in which the serious geographical content of each book is carried forward through the medium of the story rather than in the structure implicit in most textbook constructs. "Using fact as well as fiction, and taking geographical themes as a starting point, this collection of stories provides ideal material for 'reading for information' as well as extension reading."

In each book a tabulation at the back provides an analysis of each chapter under Places/Zones and Themes and Processes (eg towns, population, natural resources, historical geography, etc). Thus in Book 1, the story "Hame, Laddie!", which is fact rather than fiction, is classified under Historical Geography, Animals and Food Supply and/or Farming, because it describes the way in which live animals were once driven to market.

"Chinese New Year" on the other hand, features two and a half from China - but the language is that of Janet and John. Exactly why it should be classified as a story of culture is less clear, since no culture is identifiable, only that of China.

Librarians will be interested in buying these attractive little books with their eclectic subject matter and their excellent colour pictures. But they will probably have a more limited appeal in the classroom. The vocabulary and sentence structure for Books 1 and 2 suggest a reading level of about nine years - an estimate supported by a sample readability testing. Books 3 and 4 appear to be designed for a slightly higher ability range. They certainly are used as general reading but whether they can further the cause and appeal of geography in the primary school remains to be seen.

Philip Sawley

fraction of the state support that Chinese farmers enjoy. The sole adviser on organic methods of soil-building was dismissed from the government payroll during the making of this film, to the distress of farmers wretchedly watching their eroded top-soil deteriorate year by year, and federal advice is to increase cropping regimes.

Amazingly, one finds a similar cycle to that experienced in the Third World. Tenant farmers are forced to abuse the soil by overuse and to apply ever-increasing quantities of fertilizer to get any crop at all. Farming families are anxious about health as they pour more and more toxic pollutants on to the land. Many long to return to more sensible land use. The profits are demonstrably there for farmers who do make the transition to organic methods but depressed food prices ensure that few can manage to do the three or four years which it takes the soil to recover from its addiction to fertilizer.

Francesca Greenoak

the tenant farmers receive only a fraction of whatever money or crop that they earn, is another determinant in depressing living standards.

Despite asseverations from the United Nations on the unacceptability of the rural poverty which exists in the Third World, and a firm commitment to land reform, conditions have deteriorated rather than otherwise. The only example of large-scale success seems to be found in China. Although China is a poor country, real poverty is comparatively rare. Building on traditional methods of intensive farming and emphasizing the importance of recycled organic waste for soil building, Chinese farmers are with the help of the state at last earning themselves a better standard of living.

It seems unlikely that poor Third World farmers would have anything in common with their counterparts in the richest nation in the world. A powerful and well-regarded film called *Seeds of Survival* proves otherwise. Many Nebraskan farmers would be grateful for a

regression line calculation, or data compartmentalization. This is a painless and effective entry to considering the relationships between variables, and by providing data for either South America, Africa or Europe, it also permits valuable regional comparison.

A second option selects one country from each of the "top twenty" and "bottom twenty" lists based on GNP and growth rate, and then graphs a linear projection of these rates from 1979 to a chosen year between 2029 and 2100. This is the least helpful of the program's sections; since the unavoidable logarithmic scale makes comparison less than simple, and the notion of 50-125 year linear economic or demographic projection is simply silly.

The third option, however, is very informative, graphing historical data sets for birth rate, death rate and resulting population from (in the case of England and Wales) 1720 to 1960. Other countries available are Sri Lanka, France, Spain and India and the user can alter data set or construct a completely new data set so as to appreciate the effects of imposed changes of birth or death rate. There is a wealth of educational potential here at a variety of levels.

M. J. Clark

Patterns

Predicting Journey Patterns By Ian Kilberry. BBC Micro, RML 380/480Z, Apple Price £17.50. Longman Software, Longman House, Burnt Mill, Harlow, Essex CM20 2JE. Patterns of Underdevelopment. By Andrea Tapscott. BBC B Disc or 380Z and Notes. £24.50 + VAT. Nelson Geography and Change series. Thomas Nelson and Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL.

Predicting Journey Patterns typifies one obvious path that so far has been followed by surprisingly few publishers. The Gravity Model used here to predict journey flows between groups of settlements of varied population and journey-generating or attracting potential is abstract and complex. Both numerical and graphical output are used to show the input data and the generated flows and resulting inter-urban spheres of influence. A comprehensive demonstration program

not, where one in three children dies, and the men seem to have fallen into despairing lethargy, while women with ravaged faces and bodies continue with the unendurable hard labour which represents everyday life for them.

It is acknowledged that only "part of the solution lies in agricultural technology". We see how new cropping systems introduced in the Philippines enable the farmers to double-crop their land. There is, however, no discussion of how the land itself responds to this treatment, nor was there any criticism of the so-called "miracle" rice which was not a success in the field.

A strong point of this video is that it delineates the political background to the downward drift of the rural poor. The call for cash crops which bring in hard currency, at the expense of food production for the indigenous population, and the artificial depression of food prices to forestall urban unrest are two important factors. The pattern of land ownership which ensures that

Hard lives

Escape from Hunger VHS and Sony-U-Matic. Available on free loan from the Shell Film Library, 25 The Burroughs, London NW4 4AT. Seeds of Survival. Available on any video format to buy £95 or to hire £20. Prices exclude VAT and p&p. Educational Media International, 25 Bolleat Road, London W5.

Escape from Hunger looks at some of the problems of chronic malnutrition, and casts about for solutions. A study of the people of the Upper Volta sketches a picture of the rural poor forcibly enough but without unduly horrific images. This is a place where people are more often hungry than

yha

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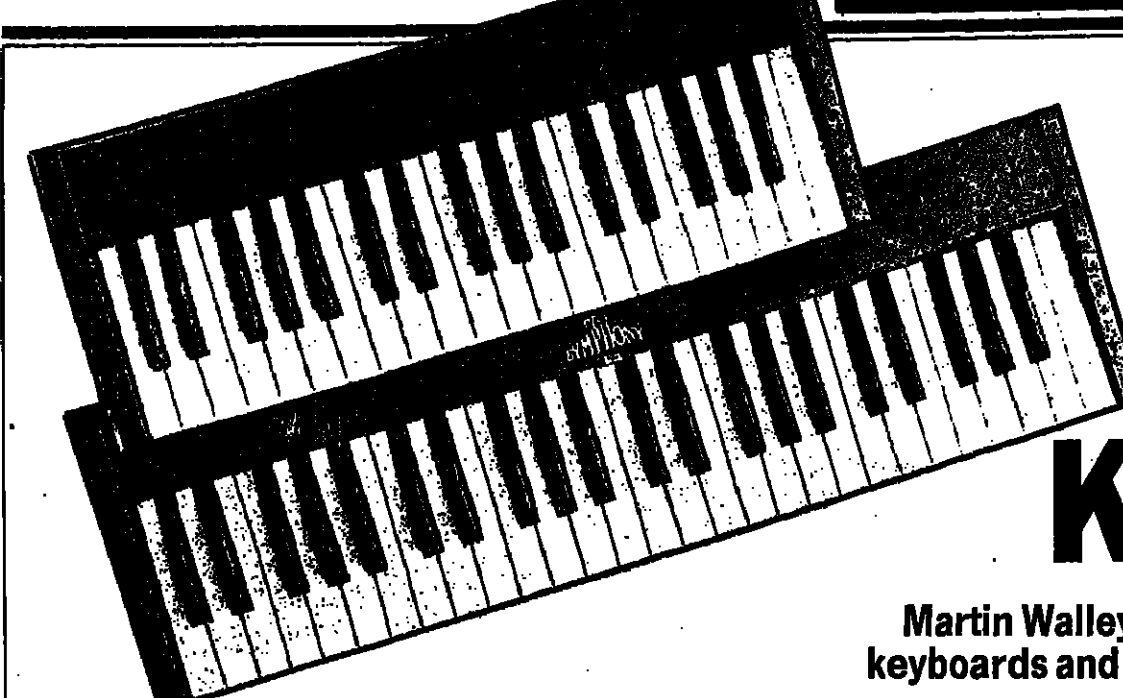
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Keyed up

Martin Walley tests a selection of add-on keyboards and software for the BBC Micro

An add-on keyboard is a simple way of unlocking the BBC B's internal sound. The Echo (£50) is a three-octave, robustly constructed unit. When the ribbon cable is plugged into the BBC's user port and the software loaded, Echo and computer work together as a musical instrument. Up to three notes can immediately be played on the Echo keyboard.

There are two modes of operation: organ and synthesizer. The 17 organ voices include three pre-set synthesizer settings. Four other synthesizer sounds can be modified in the synthesizer mode. These newly-created sounds are available in the organ mode and may be stored when using the disc version of the *Organ Master* software. One-finger automatic chords use up all three notes, and so it is not possible to add a melody line. There are six percussive effects. Three are played by tapping computer keys and three more sound with notes when music keys are pressed. The latter feature is of little musical value and it would be an advantage if all percussive effects were played from the computer.

Transposition is a possibility but accurate tuning with other instruments is not, as pitch is shifted in semi-tone steps. Another shortcoming is that the organ voices are unalterable and there is no indication of how they were constructed. This information would be useful when creating sounds in the synthesizer mode. Positioning the Echo keyboard is also difficult, as the ribbon cable is less than one metre in length.

ATPL's Symphony Keyboard (£120) is similar in construction. It has an extra octave, almost two metres of ribbon cable, a socket for an optional sustain pedal and support software. Initially, a menu is displayed, offering six options. Options 2-6 are concerned with storing sounds. Option 1 selects the play mode. One hundred sound locations are grouped in sets of 10. The currently selected sound set is listed on the left-hand side of the screen. On the right are the various settings which make it up. Each sound can be altered, re-named and saved.

The pitch of the entire keyboard is easily moved up or down an octave. However, this may produce peculiar tones if the range of the BBC's internal sound chip is exceeded. Ten percussive sounds are available. These are played by pressing computer keys and would permit one pupil to play the keyboard and another to add a simple rhythmic accompaniment.

SYM500 Software (£17) combines the Symphony keyboard with Hybrid's Music 500 synthesizer (£199). This is a unique sound production module, normally programmed to produce sounds and music from the computer

keyboard. A demonstration audio cassette (£1.95) establishes that with considerable application in learning the special AMPLE programming language, the results are impressive. Furthermore, Hybrid are shortly to introduce their own add-on keyboard along with an improved version of the Music 500. The intention is to simplify the operation of their system and include a better manual. This will make the unit an asset to any school's BBC-based music resources.

The combination of Symphony keyboard and Music 500 already opens up a wide range of possibilities at various levels. For performance, the Symphony linked to this unit plays as an eight-note polyphonic stereo keyboard with optional rhythm accompaniment. The software offers octave shift and 10 pre-set rhythms. The SYM500 disc contains "Notepad". With this, monophonic parts played on the Symphony keyboard are automatically translated into AMPLE

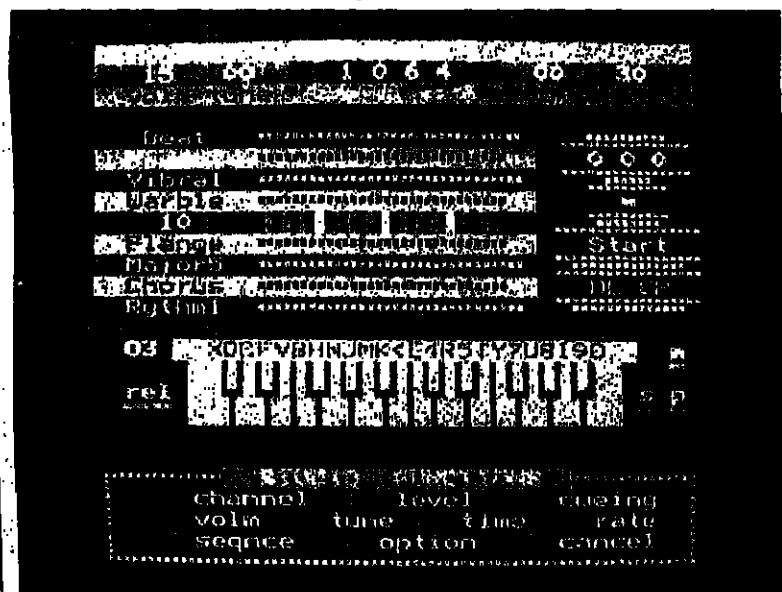
notation. This avoids the tedious task of defining a large number of notes from the computer keyboard. The score is then corrected and arranged from the computer keyboard.

Studio 8 (disc £22, cassette £17) is a skillfully-designed software package which makes full use of the BBC's internal sound. It enables the construction of instrumental sounds and multi-track recording. The "Studio" page represents a multi-track tape recorder, complete with tape counter and level indicators. Instrumental sounds are chosen and when a computer key is pressed, a keyboard on the lower section of the screen displays the note and the level indicator rises and falls as the note

plays and fades. Recorded sequences can be combined and manipulated to create complex finished pieces. As with all computer sequencing, playback can involve transposition, tempo alteration and different instrumental sounds.

The "Text Editor" page presents the score as a list of letters and numbers. These can be edited: notes can be corrected, inserted and removed. Pressing the Tab key conveniently sounds any particular note. A composition could be entered partly or entirely on this page and then played back in real time. The computer score can be printed and studied away from the computer.

With the "Envelope Editor", the creation of new sounds is made simple as the attack and amplitude elements of the BBC's Envelope are dealt with separately. These are combined to form new instrumental voices. Arrangements and sounds are stored



following the directions on the "File" page. The manual contains detailed instructions for building an add-on keyboard with components from Maplin Electronics. The total cost of a skillfully-designed software package which makes full use of the BBC's internal sound. It enables the construction of instrumental sounds and multi-track recording.

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Order and disorder

Bones, breaks and mends
A set of 16 35mm colour slides, cassette tape commentary and booklet Price £8.95, plus £5.50 for the cassette
Inherited Human Diseases
A set of 30 35mm colour slides with tape commentary and booklet Price £8.95 plus £5.50 for the cassette Educational Media International, 25 Boileau Road, London W5 3AL

Bones, Breaks and Mends is designed for students of 15 years and above. It aims to produce an understanding of the nature of development in terms of differentiation and size increase, the concept that growth can take place both inside and outside an organ and an understanding of the way in which a body organ may repair itself.

The first part, approximately 10 minutes, starts with a four-week-old human embryo and shows the development of the arm, and, in later stages, the hand up to the age of 14 years. The commentary carefully points out the salient features at each stage, especially explaining how a bone grows in length.

The second part of the programme concerned with how a bone fractures and heals. It starts with an X-ray of the right forearm of an 11-year-old with fractures to both the radius and ulna. The next four slides illustrate the process of repair up to six months after the event. The commentary provides a detailed explanation from the way in which the fracture was treated to the various stages of repair.

The topic of development is often difficult to present in a lively and motivating fashion, but this programme should help. The section on fracture repairs answers many of the questions that students want to know, and provides, at the same time, sound biological background. Well worth inspection.

Inherited Human Diseases looks at some of the more important human diseases which are genetically determined. It is intended for 16 and 17-year-old students who will require a knowledge of elementary genetics to get full benefit from the material.

The programme starts by making the point that, in western societies 98 per cent of couples have normal babies, but in two per cent errors occur in the transmission of the genes from parent to offspring; alternatively, the parent's genotype may contain a deleterious allele.

The first disorder illustrated is Down's syndrome, which is discussed fairly fully - the genetic explanation, the greater probability of producing a Down baby with increasing maternal age and the use of amniocentesis for early diagnosis. About one in a thousand humans are born with an extra X chromosome and this is discussed next. The rest of the programme deals with inherited diseases caused by individual genes and the tape contains interviews with sufferers of *schizophrenia* (dwarfism); *phenylketonuria* (thalassaemia and spina bifida).

This is a valuable programme, especially as there is relatively little material on the market concerned with human genetics. The taped commentary, which lasts about 30 minutes, is particularly useful although the interviews are not always clearly audible. They do, however, provide a very positive attitude towards sufferers from genetic diseases.

John Barker

from its geographical impossibility, this scheme makes nonsense of the role of the satellite.

All this is a pity, as some of the workbooks on sound and electricity are excellent. Simple experiments are clearly presented, with checklists of materials needed. Most of the essentials would be widely available in primary schools, though one experiment demands a sunny day, which may be in scarce supply!

For the workbooks alone, any primary school doing a project on the telephone should invest in this pack, but it must be used selectively and with caution.

Jaquetta Megarry

Easter holiday activities for children haven't been too over-egged this year, but there are still plenty of bunnies, bonnets and Easter chicks around.

Edinburgh

An Eggstra Young Museum Workshop at the Royal Museum of Scotland in Edinburgh offers Easter Egg painting on March 27 for 8-14 year olds; and magic, clowning and games and a Punch and Judy Show and puppet making workshop on March 31. Booking at the Information Desk. On March 29-30 14 year olds are invited to Make Music with the Scottish Chamber Orchestra in the Museum at 11 am. Admission free.

Also in Edinburgh, the winning entries in the Madhatter's Competition will be on display at the Portrait Gallery, Queen Street, during April.

Glasgow

Haggs Castle in Glasgow has a full programme of popular activities including Easter Egg decorating, Easter bonnets, spring samplers, finger puppets, story-telling and drawing, pet dolls, nature trails and a host of other plays. Admission is free, but places must be booked in advance. Details on 041 427 2725. There will be a special temporary exhibition of the wildlife of the area at the same time.

From March 28 until mid-April the Burrell Collection in Glasgow will hold an exhibition of children's art from the Saturday morning art class.

Liverpool

Technology Tested at the County Museum Store, Prince Dock, Liverpool presents a variety of hands-on, interactive exhibits designed to encourage 9-13 year olds to explore some of the scientific principles operating in the technological items they see around them. Admission is free, but school parties should be booked in advance. Details from the Museum Education Service 051 201 0001.

Bradford

The biggest cinema screen in Britain is at the National Museum of Photography, Film and Television in Bradford. Five storeys high, its images are ten times bigger than 35mm. The IMAX festival from March 25-May 4 will present a daily selection of films including *We are Born of Stars*, the first IMAX 3-D film, and *The Dream is Alive*, about the American Space Shuttle. Details from the Box Office 0274 732277 or the Museum at Prince's View, Bradford.

Derby

Derby Museums Education services invite 8-11 year olds to play some unusual board games in the Industrial Museum on April 3. Older children aged between 9 and 14 can learn the art of paper filigree at the Museum and Art Gallery on April 8 and 10. Two sessions on animals in spring-time for 4-7 year olds will be held in the

Easter Eggstras

Industrial Museum on April 9 and a session on Animal Weapons for 8-13 year olds will be held in the Museum and Art Gallery on April 10. Admission by ticket only from the Museums' Education Officer, Derby 31111 ext 793.

Birmingham

Birmingham Museum and Art Gallery is organizing workshops on drawing and making tile patterns and on stained glass windows on April 2 and the two drama sessions on Discovering the Egyptians on April 3 and 4. Details from Eleanor Viegas on 021 235 4606.

Cardiff

Quizzes, questionnaires and clipboards will be available for children's use during the holidays at the National Museum of Wales in Cardiff. On April 12 the first of this year's family field excursions will take place. Details from the Museum 0222 397951.

London

In London there will be three Easter festivals at the South Bank, Covent Garden and the Barbican Centre. Easter Eggsmen, the last CLC children's festival will be held in the Purcell Room from March 28-31 with clown shows at 2 pm and story-telling at about 3 pm. The Covent Garden festival, also over the weekend, will include story-telling, craft and music workshops for children at the Africa Centre, WC2; circus skills, mask-

making and games in the Jubilee Hall Recreation Centre; and street entertainment of every kind, including the English National Opera's Baylis Busk.

At the Barbican Centre, EC2, there will be an Easter bonnets parade for children on March 31. Free foyer events on a London theme include a visit from the Pearly Kings and Queens, Victorian and Edwardian songs, juggling and a Punch and Judy show. *Bambi* will be screened in Cinema 1 and there will be special events in the Children's library.

There's a chance to see what happens when you make a "999" call at the London Fire Brigade exhibition at the London Transport Museum, WC2, from March 29-April 3. A "see through smoke" thermal imaging camera will be demonstrated and model sets will illustrate different fire hazards.

Seven-11 year olds visiting the British Museum, WC1, are invited to listen to stories from Ancient Egypt on April 4. Short trails relating to the stories for use in the Egyptian galleries will be available. On April 4 *The Clash of the Titans* will be shown in the Lecture Theatre and a new trail for children, *Monsters and Myth*, will follow the progress of monster-slaying heroes like Hercules and Theseus around the Greek galleries.

The Museum of Mankind, W1, is holding family sessions on the Amazonian Indians exhibition. Objects from daily life similar to those on display in the Indian galleries at the Amazon exhibition will be available for handling and a variety of children's activity sheets will also be provided.

Workshops on Mexican life for 6-12 year olds will take place on April 2 at the Tricycle Theatre, NW6. On April 3

and 4 Easter Madness movement and drama workshops for 3-6 year olds and mask-making for 8-12 year olds will take place. Details from the theatre, 01 624 3330.

From April 1-6 the Baraza Room at the Commonwealth Institute, W8, will be transferred into a Caribbean wood and water environment and in *Anansi and the Sky God* the Tellers of Time will recount stories from the Caribbean accompanied by music and movement. Details from the Institute 01 603 4535.

The Natural History Museum's Family Centre, SW7, will be open from April 1-14 with a variety of activities relating to the collections that children and parents can work on together. There will be plenty of specimens for handling, including fossils, bones and stuffed birds.

From April 1-5 and 8-12 unaccompanied children over the age of 7, adults and families can learn about and try out "broken paint" techniques of decoration such as rag rolling, sponging, wood graining, marbling and stenciling at the Gettrey Museum, E2. Craftsman's demonstrations of "authentic" marbling techniques will take place on April 5 and 10. Details from the Museum 01 739 8368.

Finally, on April 1, 4, 8 and 11 at 11.30 am children can take a Skytrek through the Tate Gallery, SW1, looking for stars, comets, suns and moons. A Moonwalk trail which looks at the ways in which the moon is interpreted in eight different pictures will also be available.

MEDIA

Rich images

by David Self

forward look at the role of food and ceremonial meals in the six major faiths while the final one forsakes a thematic base to study a particular set of beliefs and practices: those of the Australian Aborigines. Very properly it stresses the importance to them of the land ("We are related") and shows why the tape by mining companies of certain sites associated with the "Dreamtime" creatures believed to have made the world is therefore so sacrosanct.

Sometimes the programme is a little obscure: an initiation ceremony is shown but is allowed to remain a bizarre ritual and the concept that "each person must do his own dreaming" may not mean a lot to every young viewer. Even so, it is a useful, self-contained picture of one system of belief.

This is particularly welcome after the other programmes which often make potentially confusing switches from one religion to another and are also occasionally marred by the inclusion of the eccentric perhaps just because it makes good television. Yes, there is a Christian sect which spends its time handling poisonous snakes because of one (disputed) verse in Mark's Gospel, but that fact does not illuminate Christianity for those who may know only a little about it.

Nevertheless, *Why? Because...* is a welcome addition to the RE series as a welcome addition to the RE series as a whole. If the series is expanded with slightly more leisurely programmes, it will be all the more valuable a resource.

Chinese children action-painting the creation, pilgrims rejoicing in the icy upper Ganges and surreal interpretations of Dreamtime creatures: just three of the memorable images from Sue Weeks' new religious studies series for lower secondary pupils.

As it turns out, it is not really a series. Certainly few teachers will want to use all five programmes in sequence. They are far too rich, even indigestible, for that. However, their second transmission this coming term (they were first shown last term) is a welcome opportunity to capture them on video for future, occasional use.

The first, "All Creatures Great and Small", looks at our attitudes to animals and begins with a striking sequence which asks us to consider what the attitudes reveal. We are told, for example, how Islam encourages a respect for all animals which means it forbids the keeping of animals as pets. This leads into a section on Hinduism during which a Manchester lad gives a very natural explanation of his faith as he leads some non-Hindu friends on a shopping trip.

The second programme is on pilgrimage and features Stonehenge, the Ganges and Jerusalem. One of the more straightforward programmes, it is likely to prove much easier to use in the more disparate ones, such as the third which asks "But is it true?"

In it, we are shown three stories: a Chinese creation myth, the story of the Buddha and a comparatively bold version of the Hindu *Ramayana*. Into these are inserted brief discussions about the positive and negative forces of Yang and ying (no mention of their male and female associations) and a Buddhist sequence about resisting much temptations as alcohol, glue-sniffing and video games. All this is to show that "story" has a definite purpose in communicating religious truth. What could be a very difficult programme is made more manageable by captions which separate it clearly into three parts.

The fourth programme is a straight-

Piano keys?

The Video Music School. Piano Video Courses: Grades 1 and 2.
£39.50 incl. post and packing from The Video Music School, 4a Kempton Place, Brighton BN2 1NE.

"Welcome to your first video piano course. As you may know everybody is an individual and we all respond in different ways to visual, audible and written instruction."

Thus, ever instructive, runs the blurb in your friendly Video Music School manual which, in embracing the new audio-visual technology "already favoured in education" claims to "overcome the problems and frustrations of learning to play the old-fashioned way."

Yes, in just 9-18 months ("every pupil is an individual and progress will depend on natural ability") you too can learn to play seven tunes in five different keys, plus five very interesting scales (both hands, over two octaves), but only if you stick at it, glued to your screen, for at least half an hour every day! Encouragement? Understanding? Stimulation? Who needs those? Just keep thinking of all the money you've saved on those "expensive, time-consuming and inconvenient" lessons with a personal tutor.

Is teaching a simple matter of dishing out data? Is learning a matter of soaking it up? The Video Music

School seems to think so. For £39.50 you get a densely printed manual containing five pages of "rudely digested rudiments of music; the rest is series and those seven dreary tunes in different keys. As an extra there's "Baa Baa Black Sheep" and "London Bridge is Falling Down", plus an extremely confusing key chart which divulges a questionable notion that "the key of C sharp is rarely used these days".

The videotape is more extraordinary still. There is no script or voice-over; the camera hovers motionless above a mirrored keyboard; pairs of disembodied hands play all scales, slow then fast, and all times, slow then fast; a printed scale appears above to point out which note is being played when (though unconvincingly the pitches don't always relate to what the hands are doing). Omissions abound: phrase marks with no word about phrasing, dynamics with no hint that varying intensity of sound has any bearing on music whatsoever.

Now I know I'm only an individual and that we all respond in different ways... but I'd still shelled out £40 in the hope of acquiring a new and rather exacting skill late in life (for this is definitely *not* for children). I'd be feeling very sore indeed. A short course in typing would be a better bet to get the eye-brain-finger co-ordination going. Then find a decent teacher.

Jenny Gilbert

4

Titles Available For Recording From Sunday 30 March 1986

Approximate Transmission Times.

Sunday 30 March 2.00pm P.O.B. Free Code B Tuesday 1 April 3.45pm Years Ahead Free Code B Friday 4 April 8.15pm A Week in Politics Free Code B 10.30pm Well Being TV Free Code B	Saturday 5 April 6.00pm Right to Reply Free Code A For more information contact: GUILD LICENSING 8 ROYCE ROAD PETERBOROUGH PE1 5YB (0733) 316316 Late Changes (0733) 312162
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BT calling

The Telephone: How It Works
Price £5
British Telecom Education Service,
Floor B4, 81 Newgate Street, London
EC1A 7AJ.

This package consists of an eight-page teacher's booklet and a 24-page pupils' booklet, 18 worksheets and two wall-

charts. All the materials are in full colour, and BT's Education Service must be heavily subsidizing the price.

The illustrations are garishly coloured with highly stylized artwork. Some people will find the cartoon figures vulgar and the inaccuracies in diagrams unacceptable. No doubt this is all intended to make it appeal to younger children, but the language level is far too high for the target group of seven to nine-year-olds. For children who can read and understand "The main cable leads to a cabinet called a flexibility cabinet" (pupil booklet, page 14), the visual treatment may seem offensively childish.

The "Parts of the Telephone" wall-chart shows both old-fashioned (rotary

dial) and modern (push-button) instruments lying around in pieces, with a sketchy indication of the differences between them. The other wallchart, "How a Telephone Call is Routed", is altogether less acceptable. It purports to show the path of a transatlantic call from flexibility cabinet through local exchange, main exchange, earth station to satellite and back again. Unfortunately, the crucial dotted lines are overpowered by garish artwork, and the orientation is perverse, with New York at the left and London at the right.

Furthermore, if you actually trace the route, you find that London and New York are shown as using the same international main exchange. Apart

from its geographical impossibility, this scheme makes nonsense of the role of the satellite.

All this is a pity, as some of the worksheets on sound and electricity are excellent. Simple experiments are clearly presented, with checklists of materials needed. Most of the essentials would be widely available in primary schools, though one experiment demands a sunny day, which may be in scarce supply!

For the worksheets alone, any primary school doing a project on the telephone should invest in this pack, but it must be used selectively and with caution.

Jaquetta Megarry

notes

HALLEY'S COMET
A colour poster illustrating the path of Halley's Comet across the skies has been produced by the "Daily Telegraph".

Halley's Comet Watch Chart tracks the visitation of the world's most famous comet. It is available, price £1.95, from Telegraph Publications, 135 Fleet Street, London EC4A 4BL.

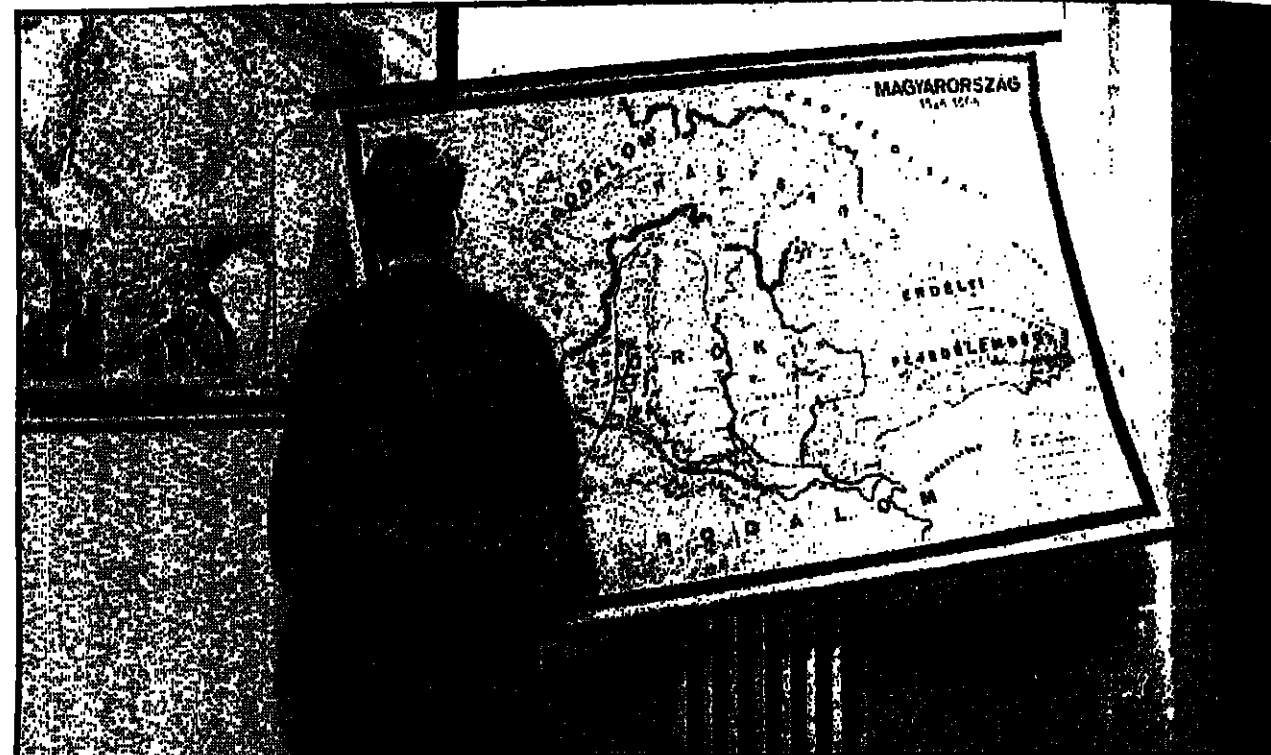
Hungary's kosher communists

Mr Kadar's Hungary is fast gaining recognition as the acceptable face of Communism. The Anna Frank Gymnasium in Budapest is a state aided, coeducational Jewish High School for 14-18 year olds. Eight hours of religious instruction are given each week. The headmistress, Dr Schorner, boasts an exceptionally high success rate in university placements.

Photographs by Laurie Sparham.



Above, 'National Geographic' the ubiquitous study aid. Below, Physical education is taken very seriously.



Above, Studying an historical map of Hungary, below, modern Europe.



Left, Dr Schorner disciplining a pupil. Below, The local synagoge in the heart of the old ghetto.



Classified Advertisements

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Nursery Education

Deputy Headships
Second Masters/
Mistresses

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
DEPUTY HEADSHIP
CROSFIELD NURSERY SCHOOL
Elmwood Road, South Norwood, London SE23
Tel: 01-654 7366

Applications are invited from nursery teachers with experience in nursery work in this community school where parents are encouraged to take an active part. The applicant should be expected to head and be part of a team which includes experienced teachers and nursery nurses.

A sound knowledge of current nursery practice and development is essential. An interest in expanding the role of the school would be an advantage.

Salary: Deputy Head Teacher Group 2, Head Teacher Group 3.
Tenable 1st September 1986.

Please ring or arrange a visit with the Head Teacher Mrs A. Hatt, Tel: 01-654 7366.

This post is exempt from the LMCS procedure but applications from experienced nursery teachers with relevant experience will be welcome. (03277) 100018.

Other Appointments

HERTFORDSHIRE
HUNTER HEATH
COUNTY COUNCIL
The Hunter Heath, An Equal Opportunities Employer.
Part-time Nursery Teacher required for Sept. 1986. Experience a requirement. In writing with C.V. to the Secretary, Hunter Heath Nursery School, 155, High Street, Herts. SG1 1AA. Closing date: 15th April 1986. (0464) 100018.

Primary School Education

Headships

BARNET
LONDON BOROUGH OF BARNET
Required September 1986
ST MARY'S RC JUNIOR SCHOOL
101, High Street, Barnet, Herts. SG5 1JL
Tel: 01-442 1171

HEAD TEACHER - Group 6
Applications are invited from suitably qualified and experienced teachers, practising Christian of other traditions will be considered. Close School - Church links.

Removal expenses and separation allowances available.

Application forms and further details (SAE) obtainable from the Director of Educational Services, Town Hall, Barnet, Herts. SG5 1JL and returnable to the Chief Education Officer, Barnet, Herts. SG5 1JL by 11th April 1986. 110010

BERKSHIRE
WILLOWBANK INFANT SCHOOL
Duffield Road, Woodley, Reading RG2 6XE.
NOR: 99
Required September 1986
Headteacher (Group 3).
Application forms and further details from the Director of Education (ES/85) Shire Hall, Shirefield Park, Reading RG2 6XE. (SAE please). Closing date: 11th April 1986.
Previous applicants need not re-apply.
An Equal Opportunity Employer. (02386) 110010

BERKSHIRE
WILLOWBANK INFANT SCHOOL
Duffield Road, Woodley, Reading RG2 6XE.
NOR: 99
Required September 1986
Headteacher (Group 3).
Application forms and further details from the Director of Education (ES/85) Shire Hall, Shirefield Park, Reading RG2 6XE. (SAE please). Closing date: 11th April 1986.
Previous applicants need not re-apply.
An Equal Opportunity Employer. (02386) 110010

GLOUCESTERSHIRE
COUNTY COUNCIL
THE WOLD
COUNTY PRIMARY SCHOOL, Chiltonham, Glos.
155 on roll. Vacancies: Head Teacher, Group 3, required 1st September 1986. Further details from the Chief Education Officer, Gloucester, Glos. GL1 2EJ. (0432) 100018.

SEFTON
EDUCATION COMMITTEE
FRESHFIELD COUNTY PRIMARY SCHOOL
Cable Street, Formby, Liverpool L87 8LU

HEADTEACHER
Required in September 1986 for this Group 3 School (approx. 220 on roll).
Further details are available from the Chief Education Officer, Town Hall, Sefton, Merseyside L64 7AE, to whom completed forms should be returned by 31st April 1986.

Applications from disabled people welcome. (08443) 110010

SEFTON
EDUCATION COMMITTEE
ST THOMAS (AIDED) PRIMARY SCHOOL
Knyeton Lane, Lydiate, Liverpool L31 0JP

HEADTEACHER
Required in September 1986 for this Group 3 School (approx. 65 on roll).
Further details are available from the Chief Education Officer, Town Hall, Sefton, Merseyside L64 7AE.

Completed forms should be sent to Rev. S. J. Girdard, The Vicarage, Church Lane, Lydiate, Liverpool L31, by 31st April 1986.
Applications from disabled people are welcome. (08443) 110010

ilea Inner London Education Authority

Primary Teachers

Secondary Teachers

Temporary and Supply

Supply

Applications are invited from qualified and experienced teachers to teach in Primary and Secondary schools in the Inner London area on both a full-time and part-time basis.

The following areas are interested in applications:

Hammermith, Fulham, Kensington and Chelsea
Camden and Westminster
Islington
Hackney
City of London and Tower Hamlets
Greenwich
Lewisham
Southwark
Lambeth
Wandsworth

Teachers currently completing their teacher training should not respond to this advertisement.

Posts in the Authority's service carry an Inner London allowance of £1,038 in addition to the Barnham salary.

ILEA AN EQUAL OPPORTUNITIES EMPLOYER (18040)

Wiltshire

PRIMARY EDUCATION
HEADTEACHER POSTS

Amesbury County Infants School
Cold Harbour, Amesbury, Wilt. SP4 7AH
Group 3

Head Teacher required for September, 1986. The school is situated close to the town centre and shares a site with the linked C.E. (Aided) Junior School. At the age of 11 plus, the pupils transfer to Stonehenge School (11-16). Conveniently situated on the A303, Amesbury is within easy reach of Salisbury.

Application forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (Ref: 8771PMB), County Hall, Trowbridge, by 8th April, 1986.

Westbury Leigh C.E. Controlled Primary School
School Lane, Westbury Leigh, Westbury, BA13 3EN
Group 3

A new Head Teacher is required for this thriving village school on the outskirts of Westbury, following the appointment of the present Head to the headship of a larger school in another Authority. It is hoped to make an appointment for September, 1986.

Application form and further details (SAE please) from Chief Education Officer (8771PMB) County Hall, Trowbridge, by 8th April, 1986.

Closing date for completed application forms 7th April, 1986.

Salisbury Woodlands County First School
Winding Way, Salisbury, SP2 9TY
Group 3

Head Teacher required from September, 1986 for this 5-8 first school serving the Barton Heath area of West Salisbury. The school is housed in post-war buildings. At the age of 8 plus, pupils transfer to Avon Middle School and at 13 plus to Westwood St. Thomas Upper School. There are twelve first schools and three middle schools in the West Salisbury/Wilton 3-tier comprehensive system.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (Ref: 8771PMB), County Hall, Trowbridge, by 8th April, 1986.

Stanton St. Quintin County Primary School
Benton St. Quintin, Chippenham, SN14 8DD.
Group 2

Required from September, 1986, for this attractive school with self-contained site and buildings.

Application form and further details (SAE please) from Chief Education Officer (8771PMB) County Hall, Trowbridge, by 8th April, 1986.

Closing date for completed forms 14th April, 1986.

DEPUTY HEADTEACHER POST
Highbury First County Primary School
Highbury Avenue, Salisbury, SP2 7EV
Group 4

RE-ADVERTISEMENT
Required from September 1986 an enthusiastic experienced teacher to work in partnership with newly appointed Head. Must be prepared to take responsibility and work on own initiative.
Application form and further details (SAE please) from and returnable to the Head Teacher by the 22nd April 1986.
Previous applicants will be reconsidered and need not re-apply. (18040)

Preparatory Schools

Headships

GUILDFORD

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd, Guildford, Surrey GU1 1BJ)
O.S.A. 566 girls on roll (15-18 years)
(Re-advertisement)

HEAD OF JUNIOR DEPARTMENT

Required for September in this girls independent school which serves a wide area of Surrey and Hampshire. The school is academic, musical and a Christian foundation, and this post presents an exciting opportunity for a well-qualified, experienced teacher with initiative and imagination. The Junior Department (ages 5-11) combines a forward-looking educational approach with an emphasis on traditional values; the atmosphere is lively, friendly and hard-working. Salary & appointment. Further details are available from the school secretary.

Please apply by letter to the Headmistress, enclosing N.V. and the names, addresses and telephone numbers of two referees. Early application is advised; interviews will be held on 20th April, 1986.

By Subject Classification

Art and Design

Other Assistants

HERTFORDSHIRE
NECHWOOD PARK
A large Preparatory School for boys requires in September 1986 an enthusiastic full time, preferably resident, teacher of ART and CRAFT throughout the year. The school has good and expanding facilities for Art and Pottery. Salary above Burnham. Further details are available from the Headmaster, (05357) 801939.

Classes

Heads of Department

DERBYSHIRE
REPTON PREPARATORY SCHOOL
Foremarke Hall, Milton, Derbyshire DE5 6JY. I.A.P.S. 270 boys and girls, boarding and day. Required for September, a fully qualified teacher as Head of the school. Salary above Burnham. Further details are available from the Headmaster, (05358) 201618.

SHROPSHIRE
WITCHURCH SCHOOL
Witchurch, Shropshire. Required in September, a teacher to take charge of the school. Ability to teach other subjects essential. Salary above Burnham. Further details apply to the Headmaster, (05357) 801618.

Other Assistants

WORCESTER

HILLSTONE SCHOOL
Malvern. Required for September 1986, a well qualified teacher of Latin and some Greek to Scholarship level. Required to teach other subjects. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

English

Heads of Department

WORCESTER

HILLSTONE SCHOOL
Malvern. Required for September, a well qualified teacher of English, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

DORSET

Required in September, young, qualified, enthusiastic teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

SOUTH

NOTTINGHAMSHIRE
GRANOVOR SCHOOL
Grainthorpe, Nottingham. Required for September, a well qualified teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Geography

Heads of Department

HAMPSHIRE
HEAD OF GEOGRAPHY
Required for September, a well qualified teacher of Geography for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

COVENTRY SCHOOL

Coventry Foundation Junior School
(300 pupils 7-11)
Required for September 1986

TWO EXPERIENCED TEACHERS

1. DEPUTY HEAD, to assist in the running of the school and to be Form Teacher of a Fourth Year Class (Burnham Group 4 plus Coventry School Allowance)
2. FORM TEACHER for a Third Year Class and to be in charge of Boys' Games (Burnham Scale 2 for a suitable candidate plus Coventry School Allowance)

Details and Application Forms from:
The Headmaster, Coventry Foundation Junior School,
King Henry VIII, Coventry, CV3 6AQ.

(0128)

WARWICK

EMCOTE LAWN
Warwick CV34 3QD

Applications are invited from well qualified teachers for the post of Head of the Geography Department, at the above school. The post involves the teaching of Geography to C.E. and P.S.E. level, falls vacant in September 1986, but quality applicants who are not currently employed will be considered. The ability to coach boys' games (particularly Rugby or Hockey) to a high level, would be a distinct advantage for this appointment.

The post is non-residential and salary is on Burnham Scale. Application by letter, giving a full curriculum vitae and the names of two referees, is invited before 18.04.86. (05384) 202618

English

Heads of Department

WORCESTER

HILLSTONE SCHOOL
Malvern. Required for September, a well qualified teacher of English, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

DORSET

Required in September, young, qualified, enthusiastic teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

SOUTH

NOTTINGHAMSHIRE
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Other Assistants

WESTMIDLANDS

EVERFIELD PREPARATORY SCHOOL
Solihull. (1,200 pupils) A teacher of History is required for September 1986. This is an excellent opportunity for an enthusiastic teacher to join a committed team and develop the teaching of this subject to a high standard. An ability to offer a subsidiary subject to assist with the school's needs would be an advantage. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Everfield Preparatory School, Solihull, B39 4JQ. (05838) 202618.

PRIOR PARK PREPARATORY SCHOOL CRICKLADE, WILTS SN6 6BB

I.A.P.S. R.C. Boarding & Day Co-ed
Required for September 1986, a

GRADUATE

experienced in teaching scholarship and C.E. ENGLISH

to take charge of a flourishing department and to teach the top three years. Other responsibilities lie in running the School Library and editing the distinctive School Magazine.

The opportunity exists for pastoral responsibility for a residential appointment.

Please apply by sending full V.C. and names of three referees to the Headmaster from whom fuller details may be obtained.

Mathematics

Heads of Department

KENT

BICKLEY PARK SCHOOL
Bickley, Bromley, Kent. Required for September 1986, a well qualified teacher of Mathematics to take charge of the department. The school has a high reputation for its Mathematics teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Bickley Park School, Bickley, Kent. (03180) 202618.

Other Assistants

DORSET

Required in September, keen young mathematician, qualified in Mathematics, to take charge of the department. The school has a high reputation for its Mathematics teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Bickley Park School, Bickley, Kent. (03180) 202618.

Other Assistants

NORTHAMPTON

CREAR HOUQUON PREPARATORY SCHOOL
(I.A.P.S. Co-ed Day). Young, qualified, graduate teacher required to teach Geography for September 1986. Salary according to Burnham recommendations, plus government superannuation. Please send full curriculum vitae and names of two referees to the Headmaster, (05359) 202624.

SURREY

GRANOVOR SCHOOL
Grainthorpe, Nottingham. Required for September, a well qualified teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

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PRIOR PARK PREPARATORY SCHOOL CRICKLADE, WILTS SN6 6BB

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Required for September 1986, a

GRADUATE

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(0128)

Modern Languages

Other Assistants

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Bristol. Required for September 1986, a well qualified teacher of Mathematics to take charge of the department. The school has a high reputation for its Mathematics teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Colston's Preparatory School, Bristol. (08091) 202624.

Physical Education

Other Assistants

BUCKINGHAMSHIRE

HIGH MARCH SCHOOL
Beaconsfield, Bucks. Required for September 1986, a well qualified teacher of Physical Education to take charge of the department. The school has a high reputation for its Physical Education teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, High March School, Beaconsfield, Bucks. (04943) 202624.

Other Assistants

WESTMIDLANDS

EVERFIELD PREPARATORY SCHOOL
Solihull. (1,200 pupils) A teacher of History is required for September 1986. This is an excellent opportunity for an enthusiastic teacher to join a committed team and develop the teaching of this subject to a high standard. An ability to offer a subsidiary subject to assist with the school's needs would be an advantage. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Everfield Preparatory School, Solihull, B39 4JQ. (05838) 202618.

Other Assistants

NOTTINGHAMSHIRE
GRANOVOR SCHOOL
Grainthorpe, Nottingham. Required for September, a well qualified teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

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BERKHAMSTED PREP. SCHOOL (90 boys, 7-10)

needs an experienced young TEACHER

to take charge of PE and games and to teach

HISTORY

Scale II Burnham Plus

Accommodation available Boarding Tutorship possible

Apply to the Headmaster, Berkhamsted Preparatory School, Preparatory House, Chesham Road, Berkhamsted HP4 3AQ.

Science

Heads of Department

SURREY

DANES HILL SCHOOL
Oxted, Surrey KT22 0TG. I.A.P.S. Co-ed. Required for September, a well qualified teacher of Science to take charge of the department. The school has a high reputation for its Science teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Danes Hill School, Oxted, Surrey. (03592) 202624.

Other Assistants

BRISTOL

COLSTON'S PREPARATORY SCHOOL
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Other Assistants

NORTHAMPTON

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Other Assistants

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Please apply by sending full V.C. and names of three referees to the Headmaster from whom fuller details may be obtained.

(0128)

PREPARATORY SCHOOLS continued

SURREY

DANES HILL SCHOOL
Oxted, Surrey KT22 0TG. I.A.P.S. Co-ed. Required for September, a well qualified teacher of Science to take charge of the department. The school has a high reputation for its Science teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Danes Hill School, Oxted, Surrey. (03592) 202624.

Other than by Subject Classification

Other Assistants

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Bristol. Required for September 1986, a well qualified teacher of Mathematics to take charge of the department. The school has a high reputation for its Mathematics teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Colston's Preparatory School, Bristol. (08091) 202624.

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NORTHAMPTON

CREAR HOUQUON PREPARATORY SCHOOL
(I.A.P.S. Co-ed Day). Young, qualified, graduate teacher required to teach Geography for September 1986. Salary according to Burnham recommendations, plus government superannuation. Please send full curriculum vitae and names of two referees to the Headmaster, (05359) 202624.

SURREY

GRANOVOR SCHOOL
Grainthorpe, Nottingham. Required for September, a well qualified teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

NOTTINGHAMSHIRE
GRANOVOR SCHOOL
Grainthorpe, Nottingham. Required for September, a well qualified teacher of English for 9-10 year olds, preferably resident, to take charge of the school. Must be willing to take part in variety of extra-curricular activities, especially in the school. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Hillstone School, Malvern, Worce. (03161) 150624.

Other Assistants

WESTMIDLANDS

EVERFIELD PREPARATORY SCHOOL
Solihull. (1,200 pupils) A teacher of History is required for September 1986. This is an excellent opportunity for an enthusiastic teacher to join a committed team and develop the teaching of this subject to a high standard. An ability to offer a subsidiary subject to assist with the school's needs would be an advantage. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Everfield Preparatory School, Solihull, B39 4JQ. (05838) 202618.

PRIOR PARK PREPARATORY SCHOOL CRICKLADE, WILTS SN6 6BB

I.A.P.S. R.C. Boarding & Day Co-ed
Required for September 1986, a

GRADUATE

experienced in teaching scholarship and C.E. ENGLISH

to take charge of a flourishing department and to teach the top three years. Other responsibilities lie in running the School Library and editing the distinctive School Magazine.

The opportunity exists for pastoral responsibility for a residential appointment.

Please apply by sending full V.C. and names of three referees to the Headmaster from whom fuller details may be obtained.

(0128)

PREPARATORY SCHOOLS continued

SURREY

DANES HILL SCHOOL
Oxted, Surrey KT22 0TG. I.A.P.S. Co-ed. Required for September, a well qualified teacher of Science to take charge of the department. The school has a high reputation for its Science teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Danes Hill School, Oxted, Surrey. (03592) 202624.

Other than by Subject Classification

Other Assistants

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Bristol. Required for September 1986, a well qualified teacher of Mathematics to take charge of the department. The school has a high reputation for its Mathematics teaching and the successful candidate will be expected to maintain this. Salary as appropriate on Burnham Scale. Apply with full C.V. and names and addresses of two referees to the Headmaster, Colston's Preparatory School, Bristol. (08091) 202624.

Other Assistants

NORTHAMPTON

CREAR HOUQUON PREPARATORY SCHOOL
(I.A.P.S. Co-ed Day). Young, qualified, graduate teacher required to teach Geography for September 1986. Salary according to Burnham recommendations, plus government superannuation. Please send full curriculum vitae and names of two referees to the Headmaster, (05359) 202624.

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Other Assistants

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HAMPSHIRE

Principal Education Officer

£24,174 - £26,763 pa.

This key post becomes vacant on 31st October, when the current postholder retires. Responsible to the County Education Officer, it offers a unique opportunity to manage the further and higher education service in a County which embraces a Polytechnic, 15 major further education establishments and 13 Adult Education Institutes.

The successful candidate, who will have a fundamental knowledge of the further education service, is not likely to have less than 10 years top level education management experience, which may have been acquired within the further/higher education sector. Applicants will be expected to demonstrate an awareness of the wider needs of the education service at both local and central levels. Ref: CE 01.200

Area Education Officers (two posts)

Post 1 - Mid Hampshire - £20,781 - £22,050 pa.
Post 2 - South West Hampshire - £19,512 - £20,781 pa.

These posts fall vacant through retirement on 30th September and 31st August respectively. Applications are invited from suitably qualified candidates with teaching and extensive administrative experience.

Post 1 is based in Winchester in the largest of the County's 8 education areas. The Area comprises 123 primary, 21 secondary and 11 special schools providing a service to 42,500 pupils.

Post 2 is based in Lymington and operates in a particularly attractive area which includes the New Forest. A maintained school population of 18,000 is serviced through 57 primary, 10 secondary and 5 special establishments.

Both posts offer important and rewarding opportunities to make positive and significant contributions to the management of the education service at local level. Ref: CE 02/3.001.

Application forms and further details are available from Education Personnel Unit, Hampshire County Council, The Castle, Winchester. SO23 8UG. Tel: Winchester (0962) 54411 ext. 455, quoting appropriate reference. Closing date: 14th April 1986.

ADMINISTRATION - LEA continued

HAMPSHIRE EDUCATION COMMITTEE RE-ADVERTISEMENT
DISTRICT CAREERS ADVISER
Southampton PO1 211.604. £12,513
Applications are invited for the above post.
The person appointed will manage the team of Careers Advisers and support staff and supervise all district level, all vocational guidance and employment services provided for young people attending schools and colleges. In the Youth Training Scheme, in employment or who are unemployed. Other duties will include the recruitment and training of staff at local level and the development of employment education liaison activities and all other work with employers.
For further details and application forms please contact: Careers Service HQ, Education Department, The Castle, Winchester SO23 8UG, or Tel: Winchester (0962) 54411. Ext. 370. Returnable by 14th April 1986. (08330) 600000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for ASSISTANT EXAMINERS to join the RESERVE PANELS in the following subjects for the CXC examination in June 1986:

ORDINARY LEVEL
ART (116) and ART & DESIGN (118)
DESIGN (118) - Design Option 01: Textiles; Design Option 02: 2-Dimensional Design; Design Option 03: 3-Dimensional Design; Design Option 04: Problem Solving

ADVANCED LEVEL
ART-PAINTING (603) and ART & CRAFTS (605)
Practical Art Papers
CRAFT (613) and ART & CRAFTS (615) - Option 08: Pottery; Practical Option 10: Pottery; Practical Option 11: Arts & Crafts (605) - Option 05: Embroidery; Practical Option 04: Fabric Printing; Practical Option 05: Printing; Practical Option 12: Sculpture - Practical

Applicants should have a degree or equivalent qualification in the relevant subject and a minimum of four years relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A10), The Associated Examining Board, 25, Abchurch Lane, London EC4N 3DF. Tel: 0403 69551. Fax: 0403 69552. Closing date: 14th April 1986. (08335) 600000

Miscellaneous

AVAILABLE SEPTEMBER
1986 Places of official exchange for teachers. Opportunity for personal and professional advancement. Financial assistance and comprehensive training available. Interviews being held monthly. Details on request. S.A.E. (7) 100 to L.E.C.P. Seymour House, London W11 5PB. (08394) 600000

LONDON NATIONAL COUNCIL OF INNOVATOR - SPORTS
With the support of the Sports Council, the YMCA invites applications from suitably qualified persons for this new position.

The appointed person will be expected to stimulate the development of sport health and fitness programmes throughout the country as identified with the Christian perspective of the YMCA.
Salary: in the region of £10,000 plus Outer London Weighting Allowance.
Further enquiries to Sam Johnston, Head of Personnel Department, National Council of YMCA, 240 Tottenham Road, London E1 2JZ. Tel: (01) 5340 8333. Closing date for applications: 30th April 1986. (08366) 600000

SUMMER TEACHING JOBS IN AMERICA
Work on American children's camps mid-June to mid-August. Good pay and holiday. Accommodation. (08485) 600000

SUSSEX
Teachers required for a summer course in Brighton during the month of August. Must teach groups of Spanish children aged 10-12 years. Good salary and conditions.
Please write to: Programme Development Unit, Sussex Education Department, Brighton BN1 9QD enclosing C.V. and experience. (08393) 600000



EDUCATION DEPARTMENT

Careers Officer

Scale 6
Qualified £8,697 - £9,390 or Scale 5
Unqualified £7,920 - £8,613

Required to carry out the full range of careers officer's duties with pupils of all ability levels and with young workers, trainees of YTS and students in further and higher education. Applicants must have undertaken training for the careers service or have substantial experience of the work of the careers service. Duties involve evening work. Casual car user allowance payable.

Application forms and further details obtainable from Director of Education, The Grove, Carshalton, Surrey. Tel: 01-881 5749.

Closing date 11 April 1986.

This post is subject to the LMGC ring fence procedure, with their agreement it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience but priority will be given to employees of the GLC or MCCs. (0191) 600000

LONDON BOROUGH OF SUTTON

EDUCATION DEPARTMENT

COUNTY INSPECTOR

(Special Educational Needs) (Soulbury Group 9)

Required for September, 1986, to assist the Senior County Inspector for Special Educational Needs with the whole range of work in ordinary and in Special schools. Applicants should hold additional qualifications in this field, and have had successful experience at senior level in schools, or in an LEA advisory service.

Application forms and further details are available from (SAE please) The County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD (Tel. Chelmsford 267222 ext 2626). Closing date: 11 April 1986.



WILTSHIRE COUNTY COUNCIL Education Department

Salisbury College of Technology

Senior Administrative Officer and Clerk to the Governors

Salary: Scale SO1/2 - £9,975 - £11,804 per annum.
37 hours per week.

The postholder is responsible to the Principal of the College for personnel, financial, and academic administration, and also acts as Clerk to the Governing Body.

Candidates must be suitably qualified and have administrative experience at a senior level.

Application forms and details from (S.A.E.) The Principal, Salisbury College of Technology, Southampton Road, Salisbury SP1 2LW. Returnable by 18th April, 1986.

MISCELLANEOUS continued

WEST SUSSEX

MUNTHAM HOUSE SCHOOL
Barns Grange, Mitham, West Sussex RH13 7NJ
Senior Houseparent
NJC Scale 11, £7,713 - £8,697 p.a.
Required at this non-maintained residential school for emotionally disturbed boys (11-17 yrs). This is a newly-created position and would be most suitable for a teacher with some experience of residential work. Houseparent should be keen to lead a team of houseparents in the development of an innovative and innovative children's recreation programme. Advanced training sponsored; school holidays; possibility of redundancy.
Application form and further details available from the Headmaster, Tel: Southwater, West Sussex GU30 2JZ. (08320) 600000

English as a Foreign Language

BOURNEMOUTH

MANAGEMENT INTERVIEWING
RSAC COURSES AT TTC
Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs a full range of courses leading to the International Certificate in Teaching English as a Foreign Language.
For details write to: TTC, 674 Wimborne Road, Bournemouth, Dorset BH2 5JY. Tel: (0202) 52337. (0202) 52338. 700000

Outdoor Education

LANCASHIRE COUNTY COUNCIL

An Equal Opportunities Employer
WHITEHOUSE CAMP
Barley New Road, Barley, Burnley
Required with April 1986, or as soon as possible thereafter.
This is a temporary post until 31st August 1986 in the first instance.
SCALE 1 - OUTDOOR EDUCATION WITH SPECIAL RESPONSIBILITY FOR GIRLS.
Form/further details from/to: The Chief Education Officer, P.O. Box 47, County Hall, Preston PR1 2JH. SAE please.
Closing date: 10th April 1986. (08312) 600000

BOURNEMOUTH

Independent F.E. college for overseas students (A.E.L.S. FECCO member). Bournemouth. Additional qualified and experienced EFL staff for July/August to teach on intensive adult learners.
Applicants are especially welcome from teachers familiar with video and language materials. Full details of the courses and working conditions from: The Principal, Bournemouth College of Further Education, 31 Pool Road, Bournemouth BH4 9PL. Tel: (0202) 763613. (0202) 76362. 700000

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Rewards are high and directly related to effort. A substantial number of the sales team earn in excess of £50,000 p/a and the average sales team, during 1985, earned £21,842.

We believe that, as a teacher, you will have developed to a high degree, two of the most important sales attributes: a flair for communication and the ability to get on with most of the people you meet. If you are highly motivated and a hard worker, you will succeed in our business.

Local interviews will be arranged. In the first instance please telephone Duncan Blund on (0922) 701020, or write in complete confidence to the Sales Director, Everest Double Glazing, Eleanor House, Eleanor Cross Road, Waltham Cross, Herts, EN8 7DT.



ROYAL SOCIETY FOR THE PROTECTION OF BIRDS

Education Officer - NW England

Starting Salary: £8,850

This is a new post based at the RSPB's Regional Office in Huddersfield. The main responsibility is to promote interest and study of wild birds in and out of schools and to encourage the use of RSPB educational resource materials. Duties include liaison with local education authorities, provision of in-service training of teachers and organisation of events for the Young Ornithologists' Club, the Junior branch of the RSPB.

Applicants should have a degree or equivalent, sound ornithological knowledge and an interest in other natural history subjects. A high level of communication skills plus a proven ability to work with young people are essential, together with a flexible attitude to working hours and a current driving licence.

Please send SAE for application form and further particulars to: Personnel, RSPB, The Lodge, Sandy, Bedfordshire, SG19 2DL.

(0455) 600000

DEVON

SKERN LODGE OUTDOOR
Excellent value for money
adventure activity programme. Tel: 0392 55999 or write Skern Lodge, Anglophone, Bideford, Devon EX39 1NG. (01613) 680000

AMERICAN TEACHING JOBS IN AMERICA

Work on American children's camps mid-June to mid-August. Good pay and holiday. Accommodation. (08485) 600000

DERBY

EFL TEACHERS
We require 2 teachers from April. Minimum 2 years' exp. Dip. TEFL + 2 yrs. relevant experience. Both positions are temporary with one becoming permanent.
C.V. to the Director of Studies, BEET Language Centre, Northolt Rd., Charnham, Bournemouth, Dorset.

FELCO Language Centre is a member of the A.P.E.S. FELCO (03361) 700000

EFL TEACHER qualified and experienced. Required by FELCO in July/August. £120 - £180 per week. Details from: Zey College of English, Northdown House, Margate, Kent CT9 5TR. Tel: 05347 (03368) 700000

KEY qualified for your TEFL course. Details from: Pilgrims Aid under Educational Courses

EMBA STUDY TOURS LTD (EST)
requires energetic, conscientious EFL teachers, willing to participate in a full range of holiday language courses at the following locations:

For centres in: Ashford, Brighton, Chichester (home residential places), S.E. and S.W. London, Lewes and Ex. Apply to Helen Cooke, Applications with sufficient curriculum vitae and EFL experience may also be considered for posts as Course Co-ordinators.

For Goldsmith House (residential) Oxford Street, London. Apply to Susan Hart, Applications with sufficient curriculum vitae and EFL experience may also be considered for posts as Course Co-ordinators.

Send full C.V. STATING LOCAL REFERENCE to: EST, 14-18 Norman Road, Leamington Spa, CV32 3NF. Tel: 01926 (03371) 700000

JAPAN
EFL TEACHERS
Cambridge School of English, Cambridge, Japan. Start 1st September. One to start 1st September. Salary £120-180 p/w. 1250-1000 mth. Salary £120-180 p/w. 1250-1000 mth. Accommodation arranged. Airfare to Japan from London. Applicants must have R.A.P. 2. About 12 Wellington Road, London E2 7BH. 700000

KENT

SUMMER POSTS
Graduate staff required mid-July, early August (or later) for 6 weeks. English Language courses for overseas students in Kent. EFL tutors, games coaches, ancillary staff.

Salary: £130-£180 p/w + full board. Tutors must have relevant teaching exp. or qual. (TEFL), all must have clean licence and be 25-35.

If you like children, hard work, sport, and a fantastic experience, then send S.A.E. to: J.M.M. Burt, 25, Abchurch Lane, London EC4N 3DF. Tel: 0403 69551. (1985) 700000

LONDON

EFL QUALIFIED TEACHERS
Required for emergency and supply teaching. Preferably living within easy access of Fulham School, Moor Park Road, Fulham, London W6 8JH. Tel: (08456) 700000

VACANCIES FOR COURSE DIRECTORS
During the summer in Cambridge, Reading and Weybridge. Vacancies also for teachers (Ref: TFL in these areas). Locations: (Surrey/Hampshire) and (Sussex/Devon). Preference given to qualified/qualified EFL teachers. Write for application form, quoting references, to: Director, The Cambridge English Language Centre, 15, The Elms, Haverhill, Cambridgeshire, CB9 7JG. Tel: (0223) 727111. 700000

THE BELL EDUCATIONAL TRUST IN ASSOCIATION WITH INTERNATIONAL HOUSE

Applications are invited for the following positions within the newly-established Bell Language Institute, Regent's College, London:

REGISTRAR/ADMINISTRATOR

Salary within the range £11,991-£13,686 on a scale rising to £13,381. The appointee will be required to take up the post at the earliest possible date.

TEACHERS OF E.F.L.

A number of permanent and fixed-term appointments will be made from mid-May onwards. Salary on appointment will be within the range £6,615-£11,052, depending on qualifications and experience.

The closing date for all applications is Wednesday, April 16th 1986.

Further details may be obtained from: Director (Administration), The Bell Educational Trust, Hilcocks, Red Cross Lane, Cambridge CB2 2QX. (0135) 600000

OXFORD
EFL TEACHER COURSES FOR YOUNG ADULTS
Graduate teaching staff with 3 years' exp. in English as a foreign language. Required for one or more courses, commencing 28th March, 15th July, 8th August, 1986.
C.V. application with summary of experience to: Mr. C. Webb, English Language Centre, 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

RESIDENT POSTS available for qualified and experienced EFL teachers also willing to assist with sports/social activities on a 4-week residential basis. Details from: International House, 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

TEACHERS OF E.F.L.
Applications are invited for positions within the newly-established Bell Language Institute, Regent's College, London. A suitably qualified and experienced teacher is required for September/October 1986. Term appointments will be made on a full-time basis. The appointee will be within the range £6,615-£11,052, depending on qualifications and experience. Further details may be obtained from: Director (Administration), The Bell Educational Trust, Hilcocks, Red Cross Lane, Cambridge CB2 2QX. (0135) 600000

SPAIN
EFL Teachers and Directors of Studies (D.O.S.) needed for small Language Schools in Spain. Details from: Mrs. J. Webb, English Language Centre, 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

WILTSHIRE
Montessori Teacher Training Diploma Courses by home-study. For further details apply to: The Wiltshire Montessori Society, 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

AWARDS AND SCHOLARSHIPS
The Turkish Government offers Turkish Scholarships to British University students. For details apply to: The Turkish Ministry of Education, 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

PERSONAL ANNOUNCEMENTS
100% MORTGAGES 3% K. Income. Also available: 5% mortgage. For details apply to: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

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HOLIDAYS AND PERSONAL
Details from: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

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Helpful booklet. Covers C.V. application forms, interview preparation. Tel: 0488 800000

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153 countries. Free details. S.A.E. 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

SALARIED PERSONS POST-AL
Details from: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

SAME DAY LOANS & POSTAL
Details from: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

T.E.F.L. DIPLOMA COURSE
by CORRESPONDENCE from your home. For details apply to: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

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Diploma Courses (Wkends). Details from: 11, St. Clare's, Oxford OX2 7AL. (01865) 700000

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CONFERENCE

EXTRA DATES FOR OUR POPULAR SEMINAR ON

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A one day seminar designed to develop understanding of a successful teacher appraisal scheme and to develop appraisal skills.

For LEA Officers, Advisers/Principals, Headteachers/Principals, Senior School/College Staff.

In London, Manchester and Glasgow in May, June and July 1986.

Further details from:

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HAY-MSL Management Consultants
52 Grosvenor Gardens
London SW1W 0AU
Telephone: 01-730 0833 Ext 350 (6179)

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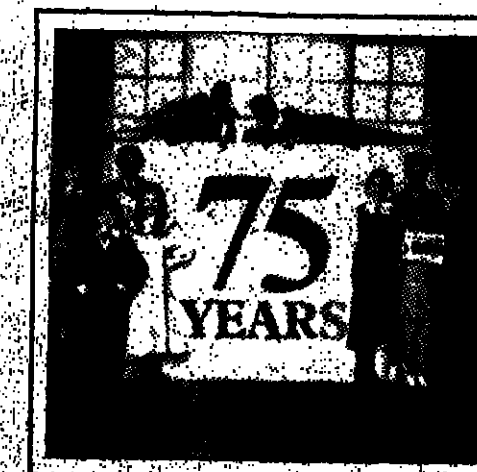
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